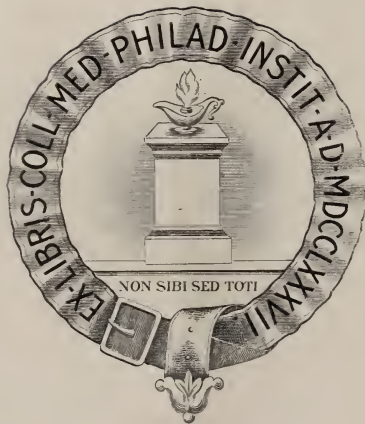




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# BABYHOOD

*The Mother's Nursery Guide*

DEVOTED TO THE CARE OF CHILDREN

LEROY M. YALE, M.D.

MEDICAL EDITOR

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VOLUME XV.

DECEMBER, 1898, TO NOVEMBER, 1899

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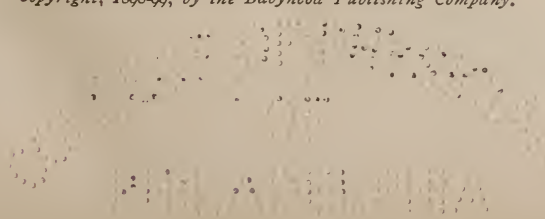
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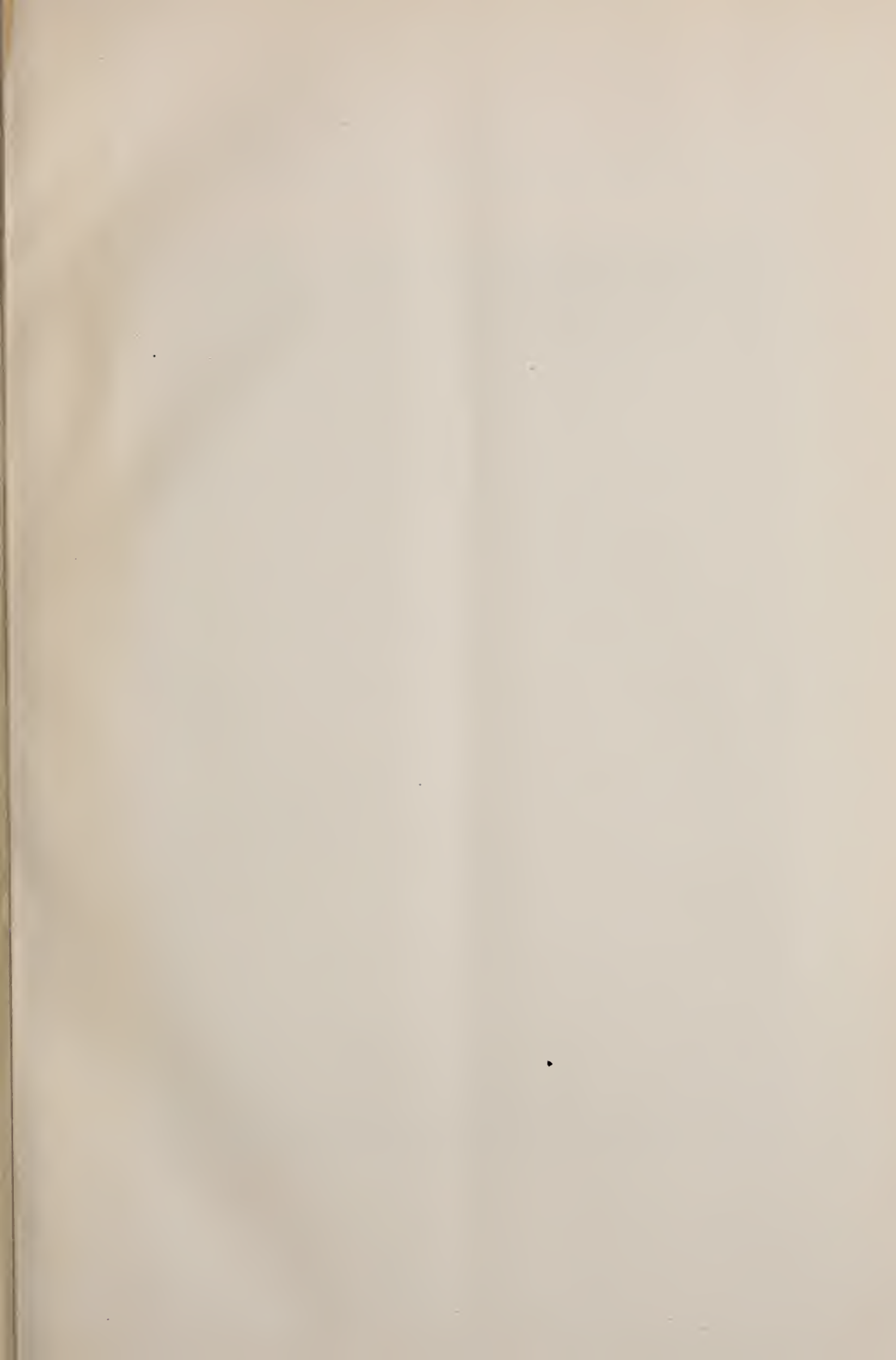
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AGE OF INNOCENCE.



# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## THE CHILDREN'S NURSE.

BY WM. E. LEONARD, M.D.,

*Professor of Materia Medica and Therapeutics, University of Minnesota.*

No physician will blame the mother who, if she can afford it, escapes the routine drudgery of the nursery by employing a nurse to watch over and care for her children; but no right-minded mother will hand over her children utterly and unqualifiedly to any one, no matter how perfect. To thus give over one's offspring to a stranger, with even the best social and personal reasons—short of absolute physical incapacity—is to invite an unlovely and unloved old age. Children who have had no real mother during their infancy and childhood will not feel the necessity of one later, or waste much attention or affection upon the repentant would-be mother, who would then most prize their love. Such homes are far too common in America, even among the so-called middle classes.

As a preface to a description of what a children's nurse should be, I would therefore raise a protest against the complete resigning of all care and authority to a nurse. Whatever the station, the mother should be head-nurse. Riches and position may fly away, but true affection lasts through this world and, as we hope, into the next. No

matter, then, what the qualifications of the nurse, the mother should exercise constant supervision over both the nurse and the children. St. Clair's wife, Eva's mother, in "Uncle Tom's Cabin," is a striking example of what a mother should not be in relation to the servants who are moulding her children's characters.

A perfect nurse is, as the poet, "born, not made," nor will years of hospital experience or any other training suffice for some. Every physician knows that even the "maternal instinct" is lacking in some women. Such are no more fit to nurture children than is a child to hive bees. This instinct belongs also to the perfect nurse who is to take the place of the mother; without it she is useless. No mother should entrust her little ones to the care of a person lacking this love for children or tact in managing and patience and gentleness in governing them. Such nurses either do not love children, or, loving them, are too selfish to change their own inclinations to suit the children. They find it a bore to think for and act for the little ones. In the final analysis, indolence is refined selfishness, and this

also prevents the proper care of the children in very many households.

A specific catalogue of the virtues necessary to the successful nurse might be lengthened out indefinitely. But the average mother must be given a list that can be found embodied in the young person who is paid but three or less dollars per week; hence the list must be shortened. By the way, it pays to be liberal with the nurse in matters other than her actual wages. Let her visit her relatives at intervals, without the children for whom she cares; give her time for shopping and religious services; treat her with consideration, if you would keep her contented, for she is in many respects the highest-grade person in your employ.

A most essential qualification is good health. If you have any suspicion of inherited disease, as consumption or a blood disorder showing itself in a diseased skin, have her bring you a doctor's certificate, or, better still, send her to your own family physician and pay his fee yourself. But, even if there be no evidence to your eye of "weak lungs" or similar tendencies, make sure that there are no sores on the limbs or hands. A clean skin and a clear conscience are not necessarily found together, but the combination is most desirable and, fortunately, by no means infrequent.

The health of the digestive tract is as important as that of the lungs or skin. A poor digestion may mean bad humor or a gloomy disposition, for which the poor children will suffer daily or, more accurately, three times daily, as did Thomas Carlyle's wife.

The nurse should not be so young as

to be giddy and thoughtless—not less than 22 years—nor be so old as to have no teachableness or pliability, or so much the elder of the mother as to know much more than she, and put in force a management of her own, not the mother's. Too many years and too much positiveness, unless combined with other rare qualities, are worse than extreme youth and inexperience.

Habits of personal cleanliness and neatness are also essential. Unpleasant odors from an unwashed body, a bedraggled skirt or unlaced shoe, foul breath from uncared-for teeth, are object-lessons which entirely offset weeks of "precept upon precept and line upon line." Personal tidiness is worth more than personal beauty, a wholesome, good face more than one upon which nature has lavished charms. The story told of the English lord who stopped a pretty nurse and said, "Whose beautiful children are those, my dear?" and was amazed to hear her reply, "Yours, my lord," illustrates something besides peculiar English customs of caring for children. Too pretty nurses are apt to have other thoughts than those of duty.

Some regulations between the mother and nurse should be laid down in the very beginning of the engagement, for I take it for granted that the mother intends to govern and superintend the care of her children herself. These might be as follows, in the possible order of their importance:

*First*—Never, upon any pretext, tell horrible stories of ogres or bogies, or give any account of drownings or murders; nothing to frighten or startle or unduly excite the imagination. A nurse who will do that is not a fit companion for chil-

dren. This does not, by any means, exclude fairy stories, like "Alice's Adventures," etc., which are a harmless excitement and a proper stimulus to thought. Nor should any accident or frightful occurrence be witnessed by children. I have much wished to charge against and drive back the squadron of baby-carriages which often start for a fire or scene of accident, just to gratify the curiosity of the nurse. Fortunately, some one, not infrequently a stolid policeman, drums sense into the heads of such women, or fear of trouble to themselves turns them back.

*Second*—No article of food or drink to which children are unaccustomed should under any circumstances be given to them, or be permitted to be given them by others. In warm weather, particularly, neglect of this rule has cost many a child its life. A glaring instance was seen by me several summers ago. The nurse brought the child of three summers home after an afternoon on a neighbor's lawn. The day had been excessively hot, and the vomiting and purging that ensued in the night did not seem strange, and yet nothing gave a clue to what set up this attack of cholera infantum, for the nurse denied having neglected anything. Nor did we know the exact cause until, just before death, within the next thirty-six hours, bits of green apple were evacuated. A cool morning, such as we have in this latitude occasionally in mid-summer, followed by extreme heat, and a wrong eating, which should have been prevented by the nurse, caused the fatal train of events.

*Third*—Under no circumstances allow the nurse to punish the child or

scold it. All cases requiring discipline should be referred to the mother; nor can she ever safely delegate that prerogative to another.

*Fourth*—The nurse must never give the baby any medicine or medicinal substances. Such responsibility belongs only to the physician. It would seem as though this rule was unnecessary, but there are some women born with the "prescribing itch," who would be continually pouring something down unless checked.

*Fifth*—There should be a cast-iron rule about taking the baby into other houses or places of business without special permission. This is absolutely necessary in a city, in order to avoid contagion. And under this head the nurse should know enough not to allow the child to drink out of a public glass or cup. With small children it is easy to have a small cup always in the carriage.

These I deem essentials, but each sensible mother will add some of her own, suited to circumstances. This whole subject of the children's nurse is so important that every conscientious mother should study it well. The cares of maternity are more engrossing and important than any others. If the race is to be regenerated, all women about to be mothers must believe that "the hand that rocks the cradle moves the world," and train themselves accordingly. The mother must enter into a new field of study and information if she would do her work well. Nor is there any lack of means for accurate knowledge in these days. A journal like BABYHOOD and good books innumerable are to be had, even by



those of moderate means; and, besides, the family physician is, or should be, an encyclopedia of good advice and

sense. The more the mother questions him, as is her perfect right, the more will he endeavor to assist her.

## THE FEEDING OF CHILDREN AFTER INFANCY.

BY LEROY M. YALE, M.D., NEW YORK.

### I.

The feeding of children, after their diet need no longer be exclusively of milk or its modifications, is a subject about which so many inquiries come to BABYHOOD that some articles concerning it will probably be of assistance to the readers.

It would hardly be an exaggeration to say that among the poor, as well as among those not poor who give little thought to the routine of life, the diet of a child after weaning is but a slight modification of that of the adults of the family. Formerly and probably still in dispensary practice, a constant response to the inquiry, "What does the child eat?" would be, "Whatever is going." It is not necessary to point out that it is among such families that disturbances of the digestive organs and of nutrition in child life are most abundant and severe. To improve the dietary of the poor is a hard task, not only because of their slender means, but because ignorance and the pressure of life make attention to details almost impossible. They accept a high death rate as a decree of Divine Providence and imagine colic, diarrhoeas, and many graver diseases as probably physiological, for "don't all children have them?" For those better off, however, there is less excuse.

It is well to premise that in arrang-

ing dietaries, especially when they are not prepared for specific individuals, the hygienist has in mind quite a different aim than many of the laity and, we regret to say, some physicians seem to have. The latter apparently think, "What can this person or this child eat without immediate and indisputable evidence of indigestion?" The hygienist, however, considers both as to kind and to quantity—what and how much of each kind can the person take with advantage, and what indulgences may be allowed the palate without harm near or remote?

Now, it does not invalidate the opinions of the hygienists if they seem to disagree. They refer to averages—just as the army ration is prepared to fully meet the needs and digestion of the average working man, or the well diet table of an institution to meet the average need of its inmates. Variations are the province of the medical supervising officers.

Individual digestions differ just as individual appetites differ, and these differences are marked from the beginning. So a physician's opinion of what is proper diet must be modified by his experience, and this depends upon the class of people he deals with. He who attends a prosperous or luxurious class will see different sources of

danger and give different warnings from him who deals with mill hands, and among the latter the conditions of the operatives in a steel mill are very different from those in a loom room of a cotton factory. But in a given case, say of an individual child, there would be little difference of opinion between any half-dozen men who had studied the subject of dietetics with much care.

Whatever age be considered, the essential factors in foods are the fats, the carbohydrates or the sugars and starches, the proteids or albuminoids, and the mineral salts. As used, food always contains some part of water. In milk, the food of infancy, these ingredients are all found, and in breast milk they are found in the proportions usually best suited to the needs and capacity of the child. Cow's milk has them all, but in different proportions, hence the need of modifying it to make a proper food for young children. When the simple diet of milk is left, these main factors have to be borne constantly in mind and their proper proportion in the diet, of whatever composed, must be still preserved. For the first three years milk will still remain the principal article of diet and other things are adjusted to this.

The first question which arises is: When may a child begin to have other diet than milk foods? Some experienced paediatrists permit additional food as early as the tenth month, but more are inclined to keep to a simple milk diet until the end of the first year.

About the end of this year, sometimes earlier, the starch-converting power of the saliva is well established and then starchy forms of food are admissible. Before that time starch in its unconverted form in infants' food is undesirable, if not positively harmful. It is to be borne in mind that starchy articles of food present a wide range of digestibility. Before a child can really chew, of course, such starchy foods as are solid are likely to go to the stomach in pieces of considerable size and to remain more or less undigested, and often set up a fermentation in the intestines. Therefore, starchy elements are first introduced into the dietary in some form needing little real mastication. The best to begin with will be gruels or strained porridges. The different cereals contain different proportions of starch and of the other desirable factors as well. Thus, of starch, the highest proportion is found in rice, and next comes Indian corn, while oatmeal and barley stand lowest in this respect of those in common use. Hence the general use of the last two grains for infant food. Wheat, however, stands at the head in proteids and Indian corn in fats. But, as in early life the cereals are nearly always used with milk, which is rich both in proteids and fat, there is no reason to select the cereals which are specially rich in these ingredients, but rather to value those presenting the least difficulty to infantile digestion, namely, those of comparatively low starch value.



## THE CAUSES AND PREVENTIVE TREATMENT OF CATARRH.

BY MAX TOEPLITZ, M. D.,

*Aurist to the New York Ophthalmic and Aural Institute, etc.*

All the catarrhal conditions described in the previous number, viz., deflection and thickening of the nasal partition, swelling of the spongy bodies, polypi and adenoid vegetations, supplemented by the state of reduction of the soft tissues, atrophy, with or without offensive discharge and enlarged tonsils—all these constitute the principal lesions underlying the chronic catarrh of the nose and throat and present in children the following symptoms:

The facial expression of the patient is so characteristic as to make possible the diagnosis of the affection at a glance. The mouth is open, the upper lip drawn up, the lower lip swollen and chapped, and the naso-labial fold is less marked, whereby the face obtains a stupid expression. The upper front teeth are in some instances protruding and, with their neighbors irregularly placed, often one behind the other or in oblique position, and all are poorly nourished. The upper jaw is high-arched, dome-shaped in extreme cases, even V-shaped, and its normal semi-circular curvature becomes elliptic, and in the worst cases even pointed.

School children suffering from chronic catarrh have frequently undeserved reputations for stupidity, for they are prevented from paying attention to their instructions owing to difficulty of hearing and to persistent headaches. The children speak with a nasal twang, owing to faulty resonance in their nasal chambers; the letter *m* sounds like *b*, *n* like

*d*, as, for instance, "mouse" like "bouse," "nose" like "dose." Their sleep is restless; they toss their bodies about wildly, snore, and upon waking have a bad taste in the mouth, whereby the appetite is impaired. Such children exhibit a tendency to local inflammations, which occur monthly, even weekly, and these are not limited to the nose and pharynx, but descend into the larynx, trachea and bronchial tubes, where they often persist. Such children look very pale, since the blood, overcharged with carbonic acid, impairs the nutrition of the body. The chest becomes flattened, thus damaging the entire development of the child, an injury which must be regarded as quite serious.

The causes of catarrh are numerous and complicated. Different factors combine to establish it. Investigations of modern science point to infective agents, bacteria, the carriers of many diseases. Catarrh may thus be due to direct infection. The sudden appearance of acute catarrh in an entire army, as it has been observed, strongly points to this causation. Scarlet fever, measles and typhoid fever are usually preceded by nasal catarrh, and it looks as if the nose were the point of their attack. The infectious nature of influenza is no longer disputed. However, bacteria cannot develop in all noses and throats. The normal mucous membrane is not only fortified by an especial protective apparatus against them, but even kills them, unless they



invade it in too large numbers. Children offer many opportunities for the introduction of bacteria. Dirty bathing sponges often carry infection into the nose, and creeping upon the floor, with its chances of infection, also favors it.

Catarrh may be caused mechanically by the invasion of irritating substances. Hay fever belongs to this category, and is considered to be dependent upon the entrance of certain pollens. As in all forms of catarrh, an especial disposition of the afflicted individual is necessary; so, in hay fever, nervous persons seem to be most frequently attacked. Other mechanical irritations are produced by the dust of flour, by sand, etc. Chemical irritations cause catarrh by the invasion of the vapors of chlorine, ammonia, etc., into the nose.

There exists a popular belief that catarrh is principally dependent upon so-called "colds." A number of cases are undoubtedly of this origin. Change of weather, draughts of air, sudden cooling off, play a certain but not the only part in the production of coryza. Infants have frequent occasion to contract a "cold." The naked body is often exposed to a cold draught of air, and wet clothing is not always readily changed. Older children like to run about with wet feet or to sit upon cold stone or wet ground. The mode of development of "colds" is still somewhat obscure. An attempt at an explanation is furnished by the following consideration: If the feet are chilled by cold temperature, the nasal blood-vessels will contract until the cold irritation ceases, whereupon they dilate. If the irritation persists, the

vessels are disturbed, and an increase and alteration of the secretion takes place, thus favoring the entrance and multiplication of bacteria.

Catarrh is quite prevalent in our climate, with its extreme contrasts. The frequency may be judged from the result of an examination of 2,000 apparently healthy public school children of this city, among whom 1,231—that is to say, the astonishing proportion of 60 per cent.—were found to be afflicted with abnormal conditions of the nose and throat. The climate is not alone at fault, but in equal measure the mode of living in large cities in general, with their high houses and carpeted rooms, to which must be added the fear of open windows, lack of proper ventilation, the overheating in winter and unsuitable wearing apparel.

The afflicted persons, except the hay-fever patients, suffer but slightly in summer, since many deleterious influences favoring the production of the disturbances are lacking during the warm season. The consolation that catarrh of children disappears during puberty is hardly well founded, for it is frequently observed among adults, who, it is true, suffer much less from it, owing to their greater strength and the larger capacity of their nose and pharynx, which thus allow more air to pass through.

It is the duty of parents to guard against these evils. Since, apart from occasional acute attacks, catarrhal diseases do not often appear before the third or fourth year of age, preventive measures should be instituted quite early. Among these, hardening with cold water takes the first place. Infants who require much

warmth should be cautiously treated with cold sponging once a day, but not before the fifth month, for they have to be gradually accustomed to low temperatures. Towards the end of the first year cold water may be poured over them during the warm bath, immediately followed by dry rubbing with rough towels. During the third year cold showers may be regularly applied, lasting but a few minutes, the children standing in warm water.

The wearing apparel should be adapted to the season. Woolen underwear of different weight should be worn in New York from the end of September until the beginning of June; woolen stockings, if possible, during the entire year. Enveloping the throat and neck with shawls and mufflers is to be avoided. If the body needs heavier clothing, it is preferable to first increase the weight of the underclothing and then, successively, that of the outer garments.

Sleeping rooms should be aired several times a day during summer and winter. Sleeping with open windows, except during very hot nights, is un-

necessary. Exercise in the open air is most urgently recommended; one can never do too much in this respect. During hot days the children may be sent out quite early and kept out till sundown; and in winter, even on cold days, they should be sent out about noon.

Apart from the care of the skin, from clothing and ventilation, the care of the nose and mouth should not be neglected, which procedure is but little in use. There are found in the nose and pharynx, principally of mouth-breathers, besides mucus, a large number of bacteria, which, under favorable conditions, develop infectious diseases, such as inflammations of the tonsils, with white spots, and even diphtheria. It is therefore advisable to cleanse the nose and pharynx. This is most efficiently carried out by means of a covered spoon or a proper nasal drop-glass, not a douche or spray, which introduce the solution under too much pressure. Weak, lukewarm, alkaline antiseptic solutions are used for this purpose, with the precaution not to blow the nose for ten minutes after the instillation.

## THE HEADACHES OF SCHOOL CHILDREN.

BY EDWARD VON ADELUNG, M.D.,

*Lecturer, Medical Department, University of California.*

The frequency of headaches among school children is remarkable, and there are few children who can do much mental work with an aching head. When the attacks occur every day, as I have been surprised to learn is not uncommonly the case, they interfere very materially with the class work. I remember very distinctly en-

tering a school-room one day and calling the teacher's attention to a boy who sat, with his face buried in his arms, leaning over on his desk. When she called him up I found that he was suffering from an intense headache, which returned every day, and incapacitated him for work. His headaches were due to eye-strain, but there



are many other causes for this malady. Many children tell me that the heat of the summer sun, or of a stove, causes their heads to ache; badly ventilated or overheated rooms always cause some of the pupils to suffer from headaches, usually of a congestive variety; but it is equally true that an insufficient supply of blood to the brain, or a poor quality of blood, will induce headaches.

Headaches dependent on indigestion, indicated by pain or gas in the stomach, a coated tongue, etc., are quite common; and certain children are subject to the trouble when they do not take sufficient outdoor exercise. Genital irritation, as from worms, and nasal catarrh, also cause headaches. One of the most distressing forms is due to brain overwork or to nervous exhaustion. Children who are allowed to stay up at night to study, or dance, or join in theater parties—thus encroaching upon the needed hours of rest—wear out nervously, and before long they get in a fair way to become nervous wrecks if that manner of living is continued.

This subject of nervousness in children is a very large and deep one, which must be developed some time more completely than it is to-day, otherwise neurasthenia will continue to grow in frequency until a quiet, well-balanced nervous system will become a rarity. Girls are more subject to this disorder than are boys, and the corresponding disproportion is seen among men and women as regards neurasthenia. Nervous girls are fidgety, jerky, quick-moving, easily startled, anticipating dangers, sensitive to reprimands, often hysterical. Many of them, far from being dull students, are unusually bright, but their very brightness is abnormal, and

is due to oversensitiveness of nerve-centers. This condition leads to exhaustion sooner or later, and the breakdown occurs as St. Vitus' dance, hysteria, neurasthenia, or as some other nervous disease. On the other hand, many nervous girls do their school work poorly, not, however, because they are lacking in understanding, but on account of their inability to give continued attention for any length of time. They fail to fix their attention on any one subject long enough to get a complete idea of it. Sitting with a book in the hand soon becomes irksome, finally unbearable. The mind wanders and the body fidgets, vainly seeking for rest in everlasting variation. While many children inherit this most unfortunate nervous constitution it is too frequently the result of avoidable disorders, such as those considered above, more especially overwork, over-excitement, eye-strain, headaches and anaemia.

Anaemia, however, does not always cause nervousness. Many anaemics are pale and languid, with headaches and sluggish bowels. They are apt to be uninterested by the school-work, which becomes a bore to them, and they are rated as dull members of the class. A little change in hygiene, with tonics, and good food, transforms these children into active, efficient students.

The necessity of proper control of nervous children is evident from what has already been said. Any disorders of the body should be removed, and the wisest plan for regenerating the nervous system is to encourage more outdoor exercise and less study. Reducing the school duties to half-day attendance, the other half-day being devoted

to out-door exercise, suffices to save many girls from growing up nervous wrecks. In the worst cases it will be found wiser to take these children out

of school entirely for a year or more, securing, if possible, a change in climate and surroundings and avoiding excitement of all kinds.

## THE STORY OF JOHN, SENIOR, AND JOHN, JUNIOR, WITH MARK TWAIN'S COMMENTS.

The article published in our last number under the heading of "A Dilemma" has aroused unusual interest among the readers of *BABYHOOD*, and the lively controversy which, judging from the letters already received, it is certain to provoke, lends a peculiar timeliness to the republication of the story of the somewhat similar encounter between "John, Senior" and "John, Junior," as originally printed in our number for May, 1885. We also reprint below Mark Twain's comments on that story, first published in the *Christian Union* (now the *Outlook*). We shall be pleased to hear from our readers how, in their opinion, the "Dilemma" ought to have been met and dealt with, and it will be interesting to contrast the remedies proposed with the remedy actually employed.

### What Really Happened.

John, senior, is Papa, ætat thirty. John, junior, usually addressed without the prefix, was two years December 13, 1884. Visitors exclaim over him as a "love of a child;" his mother secretly believes him to be perfectly beautiful; mulatto Sally, who has nursed him from his birth, pronounces him "a cheruphim, if there ever was one on earth." Since a certain day last month John, senior, considers him "a handful."

On that day Junior, who had hitherto been obedient to the ukase prohibiting him from touching anything on his father's writing-table, entered the library, where that personage was at work, marched audaciously up to the desk, snatched an open letter from under the busy fingers and threw it upon the floor.

"Now, 'ook, Papa!" ejaculated the cheruphim, locking his fists at his back, and put-

ting up his lower lip in a defiant pout that made him into the loveliest picture his mother had ever looked upon.

"Junior is a naughty boy!" said the father, judicially. "No, Mamma!"—for she stooped to recover the paper,—"Junior must pick it up and put it on the table."

"'Ont!" uttered the angel, smilingly.

"My lamb!" (deprecating) from the mother.

"Pick it up, sir!" (magisterial) from the father.

Both Johns have bright brown eyes. They meet now with a dangerous flash, as when two rapiers strike full on the edges of the blades.

"Junior—'ont—pick—it—up!" The pout was angry; a small heel rang sharply on the hearth.

John, senior, pulled open a drawer and took therefrom a strip of whalebone that might have been tossed there after the fall dressmaking was over. Mother and child had seen it once before on a dreadful November afternoon neither had forgotten. They recognized it immediately, the one with paling, the other with reddening, cheeks. A sibilant sigh cut the awful hush that fell upon the three at its appearance. The father answered it:

"My dear" (in ominous composure), "I am going to see this thing through. You had better leave the room."

"John, dear, I am sure the darling will—"

"Obey me? So am I. It is a mere question of time. For your sake and his—you would do well to leave us. He thinks you sympathize with him."

Did she? Her anguished gaze devoured him, standing erect before the parent transformed into judge and lictor. The beautiful eyes were wide and ablaze; the baby feet were planted firmly and far apart on the floor; the baby mouth was shut in a hard line. She fell on her knees beside him, gathered him into her arms; her wail was out of the depths of a wrong heart:

"O my boy! do what Papa tells you to do! Pick up that paper for Mamma!"

Then (will she ever forget it?) he twisted himself loose from her embrace and struck her full in her face, his own inflamed with rage.



"Go 'way, bad Mamma! Junior 'ont!"

Weeping aloud as she went, the mother fled to the remotest recesses of the house, shutting the doors behind her, not to hear the pursuing shrieks.

"Now," persisted the father, suspending the punishment, and speaking with slow distinctness, "pick up that paper and lay it on the table! Do you hear?"

A mighty breath of relief escaped him as the child moved toward the letter.

"A sharp fight, but a short one!" he murmured.

Junior put out—not his hand, but a little foot. Catching the toe under the edge of the paper, he pushed it along to his father's chair, there gave it a dexterous flit that nearly landed it on the senior's knee, and, delighted at the exploit, laughed out gleefully, the tears arrested at their fount.

John, senior, put the paper back on the very spot where it had lain before.

"That won't do, young man! Take it up with your fingers!"

Again brown eyes struck fire against brown eyes. The chubby hands clutched one another behind the stiffened spine, and between locked teeth came:

"Junior thay he 'ont!"

The mother, through all the closed doors, heard the outcries that ensued, then the stern tone of command intermitting the ground-swell of sobs.

"Papa" (the blood welling unseen with every stab the parent dealt himself) "~~will—whip—his—boy—until—he—picks—that—paper—up—with—his—hands—and—lays—it—on—the—table!~~"

Victory at last! Down dropped the boy on his hands and knees, crawled up to the hateful object of contention, deliberately bent his head, picked up the letter with his teeth, crept in the same dog-like fashion to his father, and laid the prize on his boot!

May the writer submit a question to the readers of this true story?

*What ought John, senior, to have done?*

**What Ought He to Have Done?—Mark Twain's Opinion.**

I have just finished reading the admirably told tale entitled "What Ought He to Have Done?" in your No. 24, and I wish to take a chance at that question myself before I cool off. What a happy literary gift that mother has! and yet, with all her brains, she manifestly thinks there is a difficult conundrum concealed in that question of hers. It makes a body's blood boil to read her story!

I am a fortunate person, who has been for thirteen years accustomed, daily and hourly, to the charming companionship of thoroughly well-behaved, well-trained, well-governed children. Never mind about taking my word; ask Mrs. Harriet Beecher Stowe, or Charles Dudley Warner, or any other near

neighbor of mine, if this is not the exact and unexaggerated truth. Very well, then, I am quite competent to answer that question of "What ought he to have done?" and I will proceed to do it by stating what he would have done, and what would have followed, if "John, senior," had been me, and his wife had been my wife, and the cub our mutual property. To wit:

When John, junior, "entered the library, marched audaciously up to the desk, snatched an open letter from under his father's busy fingers, threw it upon the floor," and struck the ill-mannered attitude described in the succeeding paragraph, his mother would have been a good deal surprised, and also grieved: surprised that her patient training of her child to never insult anyone—even a parent—should so suddenly and strangely have fallen to ruin; and grieved that she must witness the shameful thing.

At this point John, senior—meaning me—would not have said, either "judicially" or otherwise, "Junior is a naughty boy." No; he would have known more than this John, senior, knew—for he would have known enough to keep still. He wouldn't have aggravated a case which was already bad enough, by making any such stupid remark—stupid, unhelpful, undignified. He would have known and felt that there was one present who was quite able to deal with the case, in any stage it might assume, without any assistance from him. Yes, and there is another thing which he would have known, and does at this present writing know: that in an emergency of the kind which we are considering, he is always likely to be as thorough-going and ludicrous an ass as this John, senior, proved himself to be in the little tale.

No—he would have kept still. Then the mother would have led the little boy to a private place, and taken him on her lap, and reasoned with him, and loved him out of his wrong mood, and shown him that he had mistreated one of the best and most loving friends he had in the world; and in no very long time the child would be convinced, and be sorry, and would run with eager sincerity and ask the father's pardon. And that would be the end of the matter.

But, granting that it did not turn out in just this way, but that the child grew stubborn, and stood out against reasoning and affection. In that case a whipping would be promised. That would have a prompt effect upon the child's state of mind; for it would know, with its mature two years' experience, that no promise of any kind was ever made to a child in our house and not rigidly kept. So this child would quiet down at this point, become repentant, loving, reasonable; in a word, its own charming self again; and would go and apologize to the father, receive his caresses, and bound away to its play,

light-hearted and happy again, although well aware that at the proper time it was going to get that whipping, sure.

The "proper time" referred to is any time after both mother and child have got the sting of the original difficulty clear out of their minds and hearts, and are prepared to give and take a whipping on purely business principles—disciplinary principles—and with hearts wholly free from temper. For whippings are not given in our house for revenge; they are not given for spite, nor even in anger; they are given partly for punishment, but mainly by way of impressive reminder, and protector against a repetition of the offence. The interval between the promise of a whipping and its infliction is usually an hour or two. By that time both parties are calm, and the one is judicial, the other receptive. The child never goes from the scene of punishment until it has been loved back into happy-heartedness and a joyful spirit. The spanking is never a cruel one, but it is always an honest one. It hurts. If it hurts the child, imagine how it must hurt the mother. Her spirit is serene, tranquil. She has not the support which is afforded by anger. Every blow she strikes the child bruises her own heart. The mother of my children adores them—there is no milder term for it; and they worship her; they even worship anything which the touch of her hand has made sacred. They know her for the best and truest friend they have ever had, or ever shall have; they know her for one who never did them a wrong, and cannot do them a wrong; who never told them a lie, nor the shadow of one; who never deceived them by even an ambiguous gesture; who never gave them an unreasonable command, nor ever contented herself with anything short of a perfect obedience; who has always treated them as politely and considerately as she would the best and oldest in the land, and has always required of them gentle speech and courteous conduct toward all, of whatsoever degree, with whom they

chanced to come in contact; they know her for one whose promise, whether of reward or punishment, is gold, and always worth its face to the uttermost farthing. In a word, they know her, and I know her, for the best and dearest mother that lives—and by a long, long way the wisest.

You perceive that I have never got down to where the mother in the tale really asks her question. For the reason that I cannot realize the situation. The spectacle of that treacherously-reared boy, and that wordy, namby-pamby father, and that weak, namby-pamby mother, is enough to make one ashamed of his species. And if I could cry, I would cry for the fate of that poor little boy—a fate which has cruelly placed him in the hands and at the mercy of a pair of grown-up children, to have his disposition ruined, to come up ungoverned, and be a nuisance to himself and everybody around about him, in the process, instead of being a solacer of care, the disseminator of happiness, the glory and honor and joy of the house, the welcomest face in all the world to them that gave him being—as he ought to be, was sent to be, and would be, but for the hard fortune that flung him into the clutches of these paltering incapables.

In all my life I have never made a single reference to my wife in print before, as far as I can remember, except once in the dedication of a book; and so, after these fifteen years of silence, perhaps I may unseal my lips this one time without impropriety or indelicacy. I will institute one other novelty: I will send this manuscript to the press without her knowledge, and without asking her to edit it. This will save it from getting edited into the stove.

MARK TWAIN.

[We shall print in our January issue a number of letters on the subject of "A Dilemma."—Editor of *BABYHOOD*.]

## THE DRESS OF CHILDREN IN WINTER.

### I.

The purpose of this article is to answer in a general way many inquiries concerning the subject of winter dress which have reached *BABYHOOD* recently. The details of fashion and of construction are, of course, not to be considered.

The object of winter clothing being

protection, it follows that it should protect as uniformly as possible, both as to the different parts of the body and as regards different times. Although the injurious effects of the exposure of parts of the body are known to every one, defiance of this knowledge is daily seen. One part of



the person is needlessly exposed and another burdened with wraps. It is futile to draw inference from the dress of savages. Their selection of clothing is often not determined by choice; and, further, the manners and customs of savages take no care of the "unfit." Only those who can stand every violation of hygiene survive; the rest must die. Civilized clothing, like civilization in general, aims to help those needing help, without injuring the strong.

The uniformity of protection as to different times calls for adjustability of clothing, so that it may be easily adapted to changed conditions. Indoor and outdoor, dry weather, wet weather, must be considered. Neglect of this consideration leads to grotesque situations. For example: We often see persons (adults, usually) in summer complaining of a temperature of 80° Fahr., although dressed in the lightest apparel consistent with propriety. The same persons in winter, clad in heavy garments, keep the temperature of a living room well up toward 80°, often increasing the heat of the room in proportion to lowness of the temperature that must be faced out of doors. To meet these requirements of protection and, at the same time, to avoid an excessive burden of garments, wool has been found to be the best material, on account of its slow conduction of heat from the body. Silk is as good, but its cost is beyond most persons' means. Wool, too, easily lends itself to the making of loose-meshed materials, in which a certain amount of air is contained, rendering the transmission of heat still less rapid, while a certain amount of transpiration (or "ventilation," as it is sometimes called) is per-

mitted. The limited space which the writer proposes to take for this article forbids farther consideration of these general facts. Some application of them to the needs of children's dress must be made.

For an infant unable to walk or not yet allowed to sit on the floor, little change in body apparel need be made in winter. If it goes out of doors its protection comes from the long clothes and wraps and, if necessary, foot-warmers. But as soon as the floor is within the child's reach, provision must be made against the markedly lower temperature and usually the draughts found there, to which a small child is especially susceptible, owing to its relatively large surface as compared with its weight. The child will then need warm, woolen stockings (not socks) and a pair of "creepers"—*i. e.*, baggy breeches, something like those worn under the skirt by women cyclists, which tie around the waist. A warmer sack than that previously worn, with sleeves, is generally needed. A child that runs about must be protected in a similar way as to its lower extremities; and if it climbs on articles of furniture to see out of the windows, and thus brings itself in contact with the particularly cold zone of chilled air always found there, it must be protected about the shoulders and chest as well.

The essentials of the apparel will be an inner layer, which is of woolen material, or of one containing a large proportion of wool. This is the non-conducting layer. For little children it generally consists of a long, knitted shirt, to which, after napkins are dispensed, the stockings are fastened. But as soon as they can be procured,

drawers of some knitted material, reaching to the ankles, should be added. The "union" garments, which combine shirt and drawers, are best, because they make not only a complete, unbroken covering, but because they get rid of the aggregation of bands about the waist, which are often uncomfortable and, to many sensitive

children, sufficiently irritating to excite movements akin to chorea or tics. The second layer is usually of cotton material, reinforced for girls and little boys by a woolen skirt to protect the hips and thighs, which is particularly desirable for children of the age when they sit on the floor rather than upon seats.

## THE SANTA CLAUS IDEA—HOW TO RECONCILE TRUTH AND FICTION.

As the children grow older, there arises in the mother's mind the question, "What shall I do with the Santa Claus idea? Can I conscientiously uphold it, or am I bound to expose it?" Nor is this an idle question, for the child's faith in a veritable Santa Claus is as implicit and unshaken as his faith in those around him. But of necessity there comes a time when his faith must waver, and when the full truth dawns upon him there comes a shock to his trusting mind that dispels half the pleasure of the Christmas time.

With these problems to be met, the thought came to me, Can the mother not do something to modify this belief and prevent any shock to the child's faith? Is there not some way by which Santa Claus may be made symbolical of some truth, so that when the old, literal idea fades away, it will not leave disenchantment behind, but shall give in its place some truth that shall be truth for all the time. Froebel says, in the preface to the song where the child stretches out its arms to reach the far-off moon:

"Then trouble not the child in his sweet dream,  
Nor dare to say, 'Things are not what they seem.'"

But he goes on further to prepare the way for the time when this sweet dream must of necessity pass away, and says: "Let not the fond illusion pass away  
Until a *true thought* may its place supply,  
Until the true relation thou canst show,  
And through the outer he the inner tie may know."

With this thought in view, the following plan was worked out, not to shake the child's faith in the old, but as a preparatory step to giving up the old. Some morning, a few weeks before Christmas, the mother gathers her children about her. "Do you know what will soon be here?" she asks. "Christmas!" comes from every little voice. "Yes; it will not be long now before it is here. I wonder whether any of you remember what was given you last Christmas?" "I had a doll," says one. "Santa Claus brought me a red sled, and I still have the tin horn that I asked Santa Claus to bring me," answers another. "Yes; he came down the chimney and put some candy into our stockings," says a third.

"Now, listen, children; I want to ask you a few questions:

"When you want Santa Claus to bring you anything, what do you do?"

"We write him a letter and put it

into the fire, so it will go up to him," shout the two youngest.

"What can it be that makes Santa Claus do so much for the little children? Don't you think he must love them very much? Every little girl and every little boy in the United States has a Santa Claus of his very own. But the best part of it all is that this Santa Claus does not wait till Christmas to do kind and loving things for the children. He gives them something every day. All of you have the same kind, loving Santa Claus. He works for you all day long every day. He comes home tired every night because he has worked so hard to get money to buy things for his little children. Can you guess what Santa Claus I am talking about?"

"Yes; our papa—the very best kind of Santa Claus."

Then I talk with the children about what the fathers of the children's friends do to earn money, and what is bought with this money, as often as possible using the expression "Good Papa Santa Claus."

"Do you know," I continue, "that each one of the little children has another Santa Claus who shows she is a good, loving, everyday Santa Claus?" "It is mamma," the children answer. "Tell me how mamma is a Santa Claus. What does she do to show that she is an everyday Santa Claus?" "She cooks breakfast for us and mends our clothes," etc.

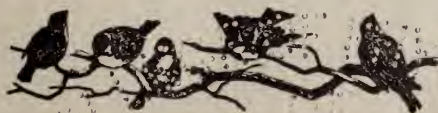
Then I tell the children that the

spirit of Santa Claus is in every one who is either giving to another or doing some kind and helpful thing. Wishing the children to grasp the thought that the spirit of loving kindness is the real Santa Claus, I show them pictures to help them to further abstract the idea from the literal Santa Claus. The first pictures are those of little children giving something to some one. They tell who are the Santa Clauses in these, and how they know they are Santa Clauses. Afterwards they are shown pictures of children doing some kindness to others, and they find the Santa Claus and show that the child is one. The next step is to give them a story in which children again display the Santa Claus spirit.

Some other morning the children gather around to hear the Christmas secret. "I have something very nice to tell you this morning," I say. "Each one of you is going to be a Santa Claus to papa, grandma, auntie, and to the little friends that are coming to see your tree. You must not tell any one about it, for it is to be a surprise. Each one of you is going to make something pretty for papa," etc. "We are to begin work to-day, and when Christmas comes we will hang all these presents on the tree. Won't papa and the others think we are fine Santa Clauses when they see the pretty things?"

And thus, before they know it, the children have learned the truth, and are all the happier for it.

R. R.







## BABY ATHLETICS.

### I.

A wise old gentleman made a remark intended as a damper to a young mother's enthusiasm over Baby No. 1:

"Is it not humiliating that the human baby is the most helpless of young animals? A chicken just out of the shell will peck at a fly, and a lamb or a kid will toddle to its dam for suck, but a baby must grow for many months before it can do the least thing to help itself to a living; excepting sucking, which it can do at birth, and crying for its wants, which becomes its sole accomplishment."

The mother, being a scientist, responded unabashed to this challenge:

"There is some compensation for that in the knowledge that the human adult goes farther than any other animal in self-helpfulness. The evolutionist demonstrates that the more intelligent animals are more or less helpless in infancy, and that as animals become progressive infancy lengthens, because the nervous connections for complex actions are slow in forming, and the complicated mechanism of brain and nerve channels must take a long period after birth to develop."

Infancy being the cost of a highly developed machine, in so far are we mothers reconciled to it; but there is another phase of the case that appeals to the scientists—the incentive for struggle is essential to stimulate to higher development, and to make the race capable of progress. Caring for and saving from exertion, keeping out of the struggle for existence, is certain death for any creature. The excessive and elaborate provision made for the human civilized infant as to feeding, clothing, housing, and also in regard to amusing and entertaining, without calling for the slightest effort on his part, suggests the possibility of retarding the natural play of instincts. It limits the child's activity, and de-

prives it of a healthy incentive to work for its wants; for in infancy, as well as in later life, our chief hope and pleasure lies in the free play of faculties, in learning to do things for ourselves, and working out our destiny as individuals. In view of this, we are not reconciled to prolonging infancy by tender devices and elaborate inventions in the way of customs, clothing and care.

We have believed in the sturdy, plucky little fellows that knock about, taking care of themselves, asking little of any one; we have secret convictions that the great cry of the day for physical culture and athletic training but acknowledges defects in our system of treating the growing animal and delinquencies in the chances given him at some period of his development. The barriers which we set up against baby activities may have a good deal to do with these limitations. Of theories none need boast, however, and only by reason of experience with types normal and abnormal do we venture to say our say.

Some observations taken at frequent intervals on a lusty little Californian will illustrate the working of a *regime* practically as follows:

Take one of the most promising of the fallen angels of to-day; call him Normal for convenience; clothe him like the kittens and rabbits, in down vesture, and let him squirm, wriggle and tumble as much as he can. Put him to the necessity of helping himself as soon



as possible; let him take delight in learning to use his gifts, and let him revel in the joy of activity. The nurse is to do nothing for him that he can do for himself, and all the time lead him on by a very gentle stimulus to well-directed effort—to reach for the bottle, to hold it; to get his playthings, or to pull himself within reach of them; and, for his airings, to let him lie upon a blanket spread in the open air, with all possible freedom of limbs. The amount of exercise he will accomplish will count far more toward the renewal of his vigor than will a ride in a packed and strapped perambulator, jolted and jounced without freedom of movement to brush a fly or turn his face from the glare of the sun. Give him a chance to use his instincts or self-defence in his encounters with pets; let him get the mastery over them himself, and fight his own battles; treat him to a little “judicious neglect,” and omit that excess of caution that forbids the little bundle of capabilities from rising to his full privileges and tasting full early the sweets of self-helpfulness.

Normal's first registered achievement in athletics are protests against clothing. At four weeks his bodily activity was so great as to continually work out of place the abdominal band. It was cast off; there was no further use for it. At four months the utility of skirts for so lively an athlete was called in question, and, although to

put a baby in short clothes in December was contrary to all the authorities of the calendar, yet Normal was summarily emancipated from petticoats. To meet the emergency, however, a new garment was invented—a close-fitting suit of warm wool, enveloping the body from the neck and shoulders to the knees; this, with warm shoes and stockings, proved more efficient than floating drapery to keep the limbs warm.

A chill, rainy winter followed, one long remembered, for the water came into the cellars and floated the wood-pile and winter stores; yet we trusted to activity rather than wrappings to keep the baby warm, and the system proved a thriving success.

A similar protest was early entered against beds and bed clothes; for you must understand Normal would have his exercise by night as well as by day, and to be tucked into a narrow crib or a perambulator, without room for a stretch, suited him not. A baby's stretch is a thing not to be suppressed—the luxury of tossing the arms wide and striking out with stout legs is quite essential to healthy growth. To be roused by knocking against bars on either side and to be bound too tightly for kicking was exasperating beyond endurance. Many a night's rest for nurse was spoiled until the concession was made, and a wide bed, with light, loosely-tucked coverings, supplied.



## WHAT TO DO IN CASE OF ACCIDENTS AND EMERGENCIES.

### In Case of Poisoning.

The general treatment for poisoning in children, or adults, for that matter, should be to empty the stomach at once by means of an emetic. Syrup of ipecac, warm water, or salt and water may be used. Very quick results will be obtained by stirring into a glass of water a heaping teaspoon each of salt and ground mustard and drinking immediately. A general antidote for the vegetable poisons is tannic acid dissolved in water and given freely. For the metallic poisons, as lead, arsenic, etc. (usually contained in rat poison), give large quantities of milk and raw eggs, lime-water, or flour and water—of course, after emptying the stomach. The following table gives a list of some of the more common poisons, with their antidotes:

*Arsenic*—white of eggs.

*Copper*—white of eggs.

*Mercury*—white of eggs.

*Antimony*—tincture of galls, strong tea.

*Tin*—milk.

*Zinc*—milk, white of eggs.

*Acids*—magnesia, chalk, soap and water.

*Lead*—Epsom salt, plaster of Paris.

*Phosphorus*—magnesia and carbonate of soda (do not give oil or milk).

*Lime*—vinegar or lemon juice.

*Alkalies*—vinegar and vegetable acids.

*Narcotic Poisons*—strong coffee (keep the patient awake by walking between two persons).

*Vegetable Irritating Poisons*—warm milk in large quantities; strong coffee.

### *Oxalic Acid*—chalk.

Make it a point to have all bottles containing poisons very plainly labeled and always put out of the reach of children.

### Bleeding from the Nose.

Hold the head upright. If possible, insert the finger into the nostril and make pressure on the bleeding spot; or a piece of cotton or lint, wet in alum water, may be placed in the nostril. In obstinate cases, apply ice to the back of the neck, on the forehead, or both.

### Burns and Scalds.

Two objects are to be accomplished: first, to relieve the pain; second, to keep the injured part from the air. Dust on common baking soda, or apply vaseline or sweet oil. After the smarting has ceased use linseed oil and lime-water. A good ointment is whiting and linseed-oil mixed to a thick paste, and reduced with vinegar to the consistency of syrup. Apply on lint and bandage the part.

### Cuts.

Small cuts should be made quite clean by sponging with warm water. The flow of blood may be stopped by pressure, hot water and ice; or, if very obstinate, by applying dry whiting, which will clot the blood. When the cut is thoroughly clean, hold the edges of the wound together and apply narrow strips of adhesive plaster at intervals across the cut. This is better than to apply one large piece.

### Convulsions.

A child who has been seized with a convulsion should be at once undressed

and placed in a bath of hot water, with or without mustard. The water should be as hot as the mother can hold her elbow in, and cold water cloths should be placed on the child's head during the bath. From fifteen to twenty minutes will usually be sufficient to relieve the spasm. The child should be at once dried and placed in bed.

#### **Foreign Bodies in the Ear.**

In case of an accident of this nature the mother should not attempt to remove the body with an ear spoon or other appliance, as the hearing of the child will be thereby endangered. In case of a pea, or bean, or any substance which moisture causes to increase in size, the child should at once be taken to a physician. In come cases the mother may with a glass or rubber syringe gently wash out the ear with warm water. In any case the following plan may be tried without injury: Have the child bend the head toward the injured side, at the same time opening its mouth as widely as possible, while the mother with her finger is pushing back the anterior part of the ear. By this means the size of the external ear is increased and a small body, as a bead, may drop out.

#### **Foreign Bodies in the Eye.**

Cinders, dust, or other like substances, may be removed with the handkerchief. Sometimes inversion of the eyelid may be required, but this is a painless operation.

#### **Foreign Bodies in the Nose.**

In many instances the aid of a physician will be necessary to remove offending bodies which have entered the nose, but if the case is seemingly not a serious one, the following may be tried: The uninjured nostril may be compressed and the child told to blow its nose very forcibly. If this does not have the desired effect, the rounded end of a hair pin may be bent slightly sideways, so as to make a sort of scoop, and used to pull out the foreign body. In an operation of this kind the finger should make pressure over the foreign substance from the outside, so that it may not be pushed further in instead of being removed.

#### **Swallowing Foreign Bodies.**

Children, small babies especially, seem to have a desire to put stray articles of all sorts in the mouth, and the swallowing of pins, pennies, tacks, etc., is of frequent occurrence. If the disappearing article is seen by the mother, sometimes it may be recovered if she will quickly invert the child—stand it on its head, so to speak—and at the same time give one or two blows on the back, thus causing the child to spit out the article. If too late for this, there is ordinarily no cause for alarm. Do not give oil or any cathartic, but rather give brown bread, oatmeal, or other like food, containing much waste material, and the substance swallowed will be expelled in due time without injury to the child.





## NURSERY HELPS AND NOVELTIES.

*How the Terror Was Tamed.*

There is no gainsaying it—Jack at two years old was a perfect terror, a very rosy, dimpled terror, but a terror nevertheless; and never more so than when he was taking an airing.

From the time he was eight months old the buggy-strap had been abolished, because Jack would ride on it, backwards, with feet on the seat, at the imminent risk of falling from the vehicle at every jolt. At about the same date the parasol was given up, because Jack insisted upon clambering up inside of it, when not engaged in tearing off its lace. All this was bad enough; but, by dint of staying indoors when the sun shone too brightly, and never taking her eye off the scamp when she had him out, mamma managed to bring her son to his second birthday without serious mishap.

At this point in his career the young gentleman determined to walk, rather than ride, when he went abroad; and that, too, in a free and independent fashion. No holding of hands for our young terror! He wished the freedom of the street, with power to dive under horse-hoofs or trolley-cars at random. Of course, a contest of wills ensued, from which I fear Jack's mamma, though far from weak-willed, might have been forced to retire vanquished had not Christmas brought to Master Jack a set of very strong reins, brilliantly scarlet in color, and musical with bells. His delight at "playing horsie" gave his mamma a hint, and the reins were laid aside, to be used only during Jack's constitutionals. The plan worked like a charm, and the

baby came to consider the reins as much a part of his outdoor dress as were his coat and cap. Securely harnessed, the little lad pranced along, enjoying apparent freedom, while in reality under complete control. Once or twice there was rebellion, but the threat that mamma would tie him by the reins to a convenient fence and go on without him always brought the rebel to terms.

Ah! those reins were such a comfort. Mamma, with those in hand, could give her attention to shopping or marketing, with no fear of her little lad's slipping out of sight; or she could stop a moment on the street to chat with a friend, without next instant having to cry, "Why! Where's the baby?" But mamma never realized the full value of her bright idea until she came to test it in traveling. In early spring it became necessary for her to take a three-days' railway journey, with only Jack for company. All the friends and relatives groaned in chorus:

"How can you manage with that child? He's *such* a terror! He'll be out of the car before you can turn around! He will be under it to see how the wheels go! He'll reduce you to nervous prostration before the trip is over!"

Mamma smiled confidently. "He will make me no trouble at all," she said. "I shall take the reins!" And so she did, to her great and endless comfort.

But the highest recommendation for this use of reins lies in their training quality. At two little Jack was as wild as a hawk, with no idea of going where

he was bidden, unless it chanced to please his fancy. When promoted to trousers at the end of a year, experiment proved the reins now unnecessary, for he was no longer a terror when on the street, but a remarkably

obedient child, never thinking of leaving the pavement, or wandering more than a few steps from his mother's side. And this result has been brought about solely by the use of reins. S.

*Sandusky, O.*

## WHAT TO READ WITH OUR CHILDREN.

BY KATE M. CONE.

### I.

The common ground in literature between the child and his intellectual sponsors is a matter to establish at the outset of any attempt at interesting a child in books. What are the books which appeal to all ages? What shall we read to the little folks that we can like ourselves? Which among our own favorites will the children like? On our success in answering these pleasant questions depends the intellectual sympathy which is essential to the child's mental growth, and to a large degree the stimulus and refreshment equally necessary to his grown-up intimate's happiness and health of mind.

The beginning may well be made in that large department of literature known as folk-lore, which includes "Mother Goose," the old animal and fairy stories, and many ballads. The child, repeating in his development the history of the race, places the stamp of his unhesitating approval upon folk-lore in all its varieties. The mother is equally the heir of all the ages in keeping the old songs and tales alive. Under what varying circumstances have they been sung and told! The nursery rhymes were "chanted by the mothers of the North" at least two hundred

years ago, and such as are remnants of ballads have an antiquity much more remote. As for the tales, they have been repeated at Aryan camp fires, in German forest fastnesses, in English cottages and manners, far away in India, here at home in America; but always with these common features: a child, its mother or its nurse. "Red Riding Hood," "Cinderella," "Tom Thumb," and many others are examples of these.

The nursery rhymes have been collected by Halliwell in his "Nursery Rhymes of England," the animal and fairy stories by the Grimms and Charles Perrault, the ballads by Professor Child, of Harvard. These are the great storehouses and magazines of folklore from which material has been obtained for numberless picture and story-books. The best and most scholarly selections have been made by Professor Charles Eliot Norton in the "Heart of Oak Books." Coventry Patmore's "Children's Garlands" contains an excellent collection of ballads.

It is interesting to analyze the charm of this early literature for children. Halliwell considers that in the devotion of children to "Mother

Goose" there is "a proof that there is contained in some of these traditional nursery rhymes a meaning and a romance, possibly intelligible only to very young minds, that exercise an influence on the fancy of young children." The animal stories appeal to the fellow-feeling which exists between children and the lower orders, and point to the far-off time in the childhood of the race when "man and beast were brother." The fairy tales have their hold partly in the child's necessity of picturing to himself scientific and supernatural agencies in some personal and concrete form, and partly in that other characteristic of a child's mind—the affinity for littleness in this world of bigness. The ballads deal for the most part with human passions and experiences, but they are the passions and experiences of grown-up children, told with dramatic force and brevity, and with the added grace of meter and musical suggestion.

The common features of the class are strength and simplicity of plot, swiftness and directness of action, and absence of introspection and self-consciousness, thus coinciding with the child's objective attitude of mind. Another feature is the possibility of acting the old stories, which corresponds with the impulse of childhood to dramatic representation. The objection to folklore is that it abounds in witches, goblins, cannibal-giants, ghosts, devils and terrifying associations with death and burial, in regard to which, since children differ widely in sensibility, the maternal editor must needs use discretion. My own strong feeling is that it is time the world stopped shuddering over these things, and that children,

before hearing of them, should be well grounded in the modern faith that there are no powers of darkness unknown to science and outside the laws of God. Many of the stories included in current collections, as Andrew Lang's, are unfit for infant ears, and the more common ones are very properly modified to suit "the evasions of the tender heart."

Closely allied to folklore are national traditions, the stories which cluster around the beginnings of history. The Jewish ones are finely told in the Old Testament. The Grecian ones have been specially developed and beautified by Hawthorne, Kingsley and Church, and have recently received at the hands of a number of minor writers a simpler form, suited to primary readers. The Roman legends are given in Arnold's "History of Rome" and in Macaulay's "Lays." The story side of English history has been presented by Dickens and Miss Yonge. A very recent story from history, which is a model in every way—spirit, language and illustrations—is Boutet de Monvel's "Joan of Arc." Early American history is rich in striking characters and dramatic situations.

These are stories which can be repeated indefinitely and never wear out, in which the child and the mature person will find something new with each reading, and which should knit close the bond of sympathy between the two. Joseph, Theseus, Horatius, King Arthur, Columbus, Joan of Arc—to make a child acquainted with these heroes is to stir up the springs of human sympathy and enthusiasm, alike in the child and one's own mind. The same is true of many of the stories



which Shakspeare worked over, which Chaucer and Spenser re-told, and which form the basis of the great epics. It is sometimes said that there are no

new stories. There is no need that there should be, for the old ones are immortal, warranted indestructible by the experience of many generations.

## OCCUPATIONS AND PASTIMES.

### **Christmas Work for Children.**

My little girl was three in June, and this fall, with my help and direction, she made over forty Christmas presents. She learned to overhand very neatly, and took the greatest pleasure in filling up her "Christmas box."

If mothers, in answer to the oft-repeated, "What can I do now?" would try this plan, I think they would be pleased with the result; and I am sure the little folks would be delighted. I see no reason why little boys cannot take part in such work just as well as their sisters. There are many little things that a mother can make ready in a few moments.

Holders are always an acceptable gift to a housekeeper. My little girl made a variety of these. There were coarse ones for the kitchen and small silk ones to hang near parlor grates; there were square ones, round ones, and one eight-sided one. Next came pinballs for papa and the uncles to carry in their vest pockets. These are very good for children to practice upon, for they cannot take deep stitches. Some fancy pinballs were made as large as the top of a coffee cup. When the pins were stuck in such a pinball, with the head ends of the pins projecting like rays,

and a baby ribbon-loop sewed on, by which to hang it beside the mirror, it made a really dainty little gift.

Sachet bags are appropriate to give to any one, from grandpa down to the newest baby. We bought some pretty ribbon, from two to three inches wide, and Dorothy overhanded the edges to make little bags, which were fringed out at the top, filled with cotton and sachet powder and tied up with narrow ribbon. The flowered or Dresden ribbons are very pretty for these. From narrower ribbon she made little bags in the same way, into which I slipped little emory cushions.

She made several little pin-cushions, one string bag, and hemmed one dust-cloth and made a bag to hold it. But hemming was rather difficult for such little hands. She cut out pictures of babies and animals, and all alone pasted them into a blank book. This scrap-book went to a little baby boy, two years old, who was delighted with it, and always called it his "Dotty-book."

Children like to do things. They like especially to work for other people. This is one way of teaching them that "it is more blessed to give than to receive."

M. G.



## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### *An Open Safety Pin Swallowed.*

The *Medical Record* reports the following interesting case of the swallowing of a safety pin:

Dr. B. F. Curtis exhibited a safety pin which, while open, had been swallowed forty-eight hours before by a baby of six months. The infant had been brought to the babies' wards of the Post-Graduate Hospital next morning. An X-ray photograph taken this day showed the pin lying just within the anus. The case was interesting, because a moderately small safety pin had been swallowed while open and had caused only slight reaction. The temperature had not risen above 101° Fahr. The parents gave no purgatives, but fed the child freely on bread. Another point of interest was the very rapid passage of the pin through the alimentary canal. It was an excellent rule in practice, whenever a child was brought with the statement that it was supposed to have swallowed a pin, to examine the pharynx with the finger, as the foreign body would not infrequently be found within reach of

the finger. In the present case it was shown that it was also desirable to examine the rectum even within twenty-four hours.

### *How to Drink Milk.*

The *Charlotte Medical Journal* says that many persons complain that they cannot drink milk without being "distressed by it." The most common reason why milk is not well borne is due to the fact that people drink it too quickly. If a glass of it is swallowed hastily, it enters into the stomach, and then forms in one solid, curdled mass, difficult of digestion. If, on the other hand, the same quantity is sipped, and three minutes at least are occupied in drinking it, then on reaching the stomach it is so divided that when coagulated, as it must be by the gastric juice, while digestion is going on, instead of being in one hard, solid mass, upon the outside of which only the digestive fluids can act, it is more in the form of a sponge, and in and out of the entire bulk the gastric juice can play freely and perform its functions.

## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS:—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### **Advisability of Sterilization; Fondness for Salt.**

*To the Editor of BABYHOOD:*

(1.) My baby is nearly a year old and has done well on cow's milk—at first, one cow's and lately milk from a herd. I am also giving her Quaker Oats and some other cereal.

She is a strong, healthy child. Although I know that the farm from which I get the milk is managed by an intelligent and conscientious man, it has seemed to me several times not to be perfectly sound. I do not mean watered or sour, but not of that richness which the best milk ought to have, and



during the warm weather the milk, when allowed to stand several hours, has once or twice curdled. As I know that milk will have to be my chief reliance for my little girl's diet for some time to come, I would like to ask whether you advise sterilizing the milk, even in cold weather. Is Arnold's sterilizer adapted for this purpose?

(2.) Baby is very fond of salt. Would you give her all she wants? C.

*Cleveland, O.*

(1.) If there is any doubt in your mind it will certainly be safer to sterilize. We generally recommend sterilization at a low temperature, say, 165 to 170 degrees Fahrenheit. The Arnold sterilizer will answer your purpose fully.

(2.) We presume you mean at meal-time. If so, there is no harm in letting her follow her taste, provided she does not crave an excessive quantity. Some salt is required for general nutrition.

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#### The "Hardening Process" and the Gertrude Suit.

*To the Editor of BABYHOOD:*

May I ask your advice in relation to the Gertrude suit for Baby?

As I understand, it is supposed to be made of the Jaeger material, or at any rate woolen goods. I am a believer in Kneipp's method as far as it relates to the hardening of the body by cold baths and sponging, and have had great success in the treatment of my first baby, who is now 16 months old, strong and healthy and advanced in every respect as far as a healthy baby of her age ought to be. And yet she was an extremely sorry looking babe at her birth.

I expect another baby before long and would like its clothing to be as comfortable as possible, which certainly cannot be said of the regular baby's outfit. If I intend to treat it just the same as the first, furthermore letting it wear cotton or linen instead of wool, I would like to ask whether the Gertrude suit can be made in cotton, and answer the same purpose. E. P.

*New York City.*

The belief in the Kneipp method has no particular bearing on the matter of the Gertrude suit. Of this or any other plan of "hardening" infants we need only say this: Robust children, who do not need the process, are likely to bear it, the weakling children are likely to be injured by it or to succumb. Under those conditions of civilization which make it desirable that all weaklings should be weeded out and the strong made stronger, as in ancient Sparta or among wild tribes, the "hardening" processes are excellent. In a civilization like ours, which aims to keep all alive, weak or strong, fit or unfit, these plans should be applied only with great knowledge and discretion.

These remarks may possibly help you in deciding whether or not you will use woolen garments in making a "Gertrude" suit. The essence of a Gertrude suit is its cut and the fact that all the pieces are put on at once, not in the material. The material has nothing to do with it. It consisted originally of an inner garment (called "undershirt" in day attire, nightgown at night) preferably made of medium weight cotton flannel, over this a similar garment (called flannel skirt) made of woolen flannel, and over it a slip dress of any material to suit fancy. These were put one into the next, and after diapering they were slipped all on at once. The plan has been a good deal modified to suit fancy since it was published a dozen or more years ago.

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#### The Possible Dangers from Early Walking.

*To the Editor of BABYHOOD:*

Can it hurt a child to begin to walk too early? My little daughter is not quite eleven months old and shows a very decided desire to get on her feet. Should she be discouraged? I have been told that she might get

weak ankles or some other trouble if allowed to walk too soon.

R. L.

*Brooklyn, N. Y.*

In a general way it may be said that if a child were urged to walk before the joint tissues were strong enough certain deformities might ensue, the injuries usually attributed to early walking being bow-legs, knock-knee and weak ankles. The phrase "weak ankles" generally means an ankle that is not firm in its support of the body by reason of relaxations of the ligaments, particularly those on the sides of the joint. Occasionally we see a "weak ankle" which is such by reason of a general flabbiness of tissues, the muscles of the leg which move the foot sharing in this weakness. There is a kind of knock-knee also due to relaxed ligaments, but it is not very common in children, being usually acquired later, as a result of injury, or of some peculiar occupation. Still, it is well to be on one's guard in the case of a child that appears to be prematurely desirous of getting on her feet. She certainly ought not to be encouraged in any way.

#### **Refusal to Give Up the Bottle.**

*To the Editor of BABYHOOD:*

I come to you in my perplexity for advice.

My little girl, when three months old, was given the bottle (not getting sufficient nourishment from me), and was on a decline. We used the condensed milk, "Eagle" brand. She began to grow and thrive beautifully. At thirteen months she began teething, had very little trouble, though slow in cutting them. At eighteen months she was weaned from the breast, and given cow's milk instead of the condensed. She got along all right on that, and now, at twenty-nine months, she still clings to her bottle and cares nothing for other foods, and refuses to drink milk from a cup. She is plump and well; has never had any trouble with her bowels or any serious sickness. Now, for two weeks we have been trying to wean her from the bottle and coax her to drink from a cup. We find it an "up-hill" business. She has stopped asking for milk and will not drink it. She eats so little that I am growing anxious about her. What course shall I take? She has all of her teeth now except two back ones, and can eat anything, if I could only find something she liked.

K. B. W.

*Longap, N. C.*

There is no serious objection to the bottle if the child is willing to take her milk from it. The dislike to change is often very strong in children. The attempt to teach to eat should continue, but she can get on very well on milk alone for a good while yet.

## **THE MOTHERS' PARLIAMENT.**

—Being a very  
Thoughtlessness of much interested  
Speech. reader of BABY-  
HOOD and the mother of a little family  
of three, I should like to express myself  
on a subject that has caused me  
considerable thought during the past  
few weeks.

Our third, a little daughter, came to us  
some seven weeks ago. The two  
eldest being boys, one eight, the other

five years of age, you may well imagine  
that she was very welcome, for here  
babies are not considered "nuisances,"  
"tiresome things" or "necessary evils,"  
which, alas! they are in so many homes.  
Of course, there have been the usual  
number of friends, neighbors and relatives  
to admire and comment on the  
"baby sister," but I must speak my  
mind in behalf of all the "first arrivals"  
in the land. Both of our boys are, I

believe, from what I have observed from my experience with other children, uncommonly affectionate. It is not unusual at any time for them to throw their arms about my neck, showing kisses and exclaiming, "I love you!" or "You are such a nice mamma!" My eldest boy came to me one day recently and said, "The baby's so nice, isn't she, mamma?" yet I detected a certain wistfulness as I answered, "Yes, dear, and I'm glad you think so."

"But you love us boys just as much,

don't you?" he asked, as he stroked my hair.

"Why, of course, darling; just as much, and more than ever, because we have another to love each other for now; but what made you think I did not?"

"Well—'cause Mrs. — said I must keep out of your way now, 'cause you've got Baby to take care of, and I'm too big to—"; but his eyes filled with tears and the sentence was finished with a suppressed sob.

We had an understanding then and

## CONDITIONS

sometimes arise which compel the artificial feeding of an infant from the first day or two after birth. Mellin's Food is a perfect substitute for mother's milk, and a baby a few days old can be placed on it with perfect safety and surety of beneficial results. It is adapted to every child and to every age. The problem of artificial feeding is never a cause of anxiety to the parents who bring up their babies on Mellin's Food.

We have a fine

## MELLIN'S FOOD

girl who was a frail, delicate baby when one month old, at which time we began using Mellin's Food. She began to gain flesh at once, had no trouble during teething time and is as healthy, robust a child as one ever sees. We cannot say enough in praise of Mellin's Food, and recommend it to everyone as the greatest baby food on the market.

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there, and agreed that when possible we would take care of sister together; for, as we all love her, we must all do our part toward caring for her, and when I could not have them by me it would in no wise mean that I loved them less. So now very often when I am tending Baby he will bring a book and read aloud or amuse his younger brother, for he knows that it all "helps."

While entertaining a caller one day my second boy came running in and jumped into my lap, possibly too vociferously, though I would not have stopped him on any account, and gave me a "good smack," as he says. My friend drew down her face most reprovingly, saying, "Why, Earl, you're not your mamma's baby any more, are you? You are too big. She has little sister to hold now."

What could I do? I did so want to tell her why I drew the astonished little fellow closer to me, praying that the

day was still far distant when he would be "too big" to come right into his mother's arms and there pour forth his tale of woe or gladness.

Another has used that meaningless expression, "Oh, your nose is broken now," whereupon he put his hand over that very straight little member and answered, very much surprised, "Why, no, it isn't, either." She then attempted to explain, very clumsily, her meaning. He finally gathered this much from her words, that he was not thought as much of since Baby came. Thinking seriously a moment, he looked at me in a knowing way and, laughing, said, "Oh, no; we all love her best, and they all love me best, just like I say I love mamma best and I love papa best, see?"

He had answered better than I could have done, even if his use of the superlative is still somewhat questionable.

L. K. W.

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## THE CARE OF CHILDREN'S TEETH

BY E. BARRYMORE MARCO, D.D.S., NEW YORK CITY.

The care of children's teeth should begin about six months before birth, for it is at this time that calcification begins. It is evident, therefore, that if a carefully prepared diet be given to the mother before the birth of the child, and carried on after birth, providing the child is breast-fed, it would do much toward bettering the condition of our children.

Baby's first tooth usually appears in the mouth about the sixth month, and the last about the thirtieth month; still, precocious or retarded dentition may occur in otherwise healthy children or in entire families. The diseases most liable to affect the teething of children are: Tuberculosis, endocarditis, rachitis, scrofula, marasmus, epilepsy, etc. The care of the teeth really starts with the appearance of the first tooth. The mother or nurse should use a soft cloth wrapped around the finger and dipped in a solution of bi-carbonate of soda, a teaspoonful to a glass of water; this is very soothing to the gums, and makes a splendid mouth wash. Continue in this line until Baby's four lower and upper teeth appear. Now that it is possible for food to collect between them, a small two-row soft-bristle tooth-brush

can be used to advantage. Never brush the teeth straight across, or you will cause the gums to recede; always brush as nearly as possible downward for the upper teeth and upward for the lower ones, not forgetting the insides as well. This should be done every morning on arising, and at night before retiring; if practicable, also after each meal. The judicious use of floss silk or a quill toothpick assists very materially in dislodging particles of food which collect between the teeth.

At the age of six or thereabouts the first four permanent molars may be looked for. A word of warning about them: They are oftentimes mistaken for members of the temporary set, and do not receive proper attention; the result is, they begin to decay, and perhaps are extracted, thus forever spoiling the permanent set. About this time the child's temporary set begins to loosen and fall out, so as to make way for the permanent teeth. Now is the time to use discretion. Never extract a temporary tooth without first consulting your dentist, for if extracted prematurely the jaw does not spread properly, and the permanent set comes in too soon, causing a crowded condition

of the teeth. Other dangers to be guarded against are thumb and lip-sucking and mouth-breathing. The next teeth of the permanent set that appear are the central incisors; the lateral incisors follow about the eighth year; bicuspid between the tenth and eleventh year; canine and second molar by the twelfth year, and wisdom teeth at from eighteen to twenty-one years.

Children should be taken to the dentist as soon as all of their temporary teeth have appeared, and even before that time, if any decay is noticeable. They should also be taught that the dentist is their friend, and not a man who takes delight in hurting them. How many parents seek to frighten their children into obedience by warning them that the dentist will pull out all of their teeth. It is through this fear and the ignorance or carelessness of many mothers that a great number of children have such ill-favored mouths. These same careless mothers will spend hours curling their darlings' hair, washing and dressing them, trying to beautify all parts of their bodies, but sadly neglecting the child's teeth, allowing the food to collect and causing the teeth to decay. The mouth is full of "snags," the gums are covered with pus, and, taken all in all, the mouth and teeth are in such a bad condition that it is impossible for the poor little one to masticate properly. The result is that the food is not properly assimilated, the digestive organs cannot do their work, the stomach becomes overloaded, and nutrition is badly impaired. The child becomes constipated, and suffers from biliousness, indigestion and kindred troubles.

It seems very strange that the Board of Health or the Board of Education does not look into the condition of the mouths of the children at the public schools. While they properly require vaccination, a sanitary condition of the playground and closets, and while the children are taught anatomy, physiology and hygiene, not a thought seems to be paid to "oral" hygiene. Is there any better place where the first rudiments of the care of the teeth could be instilled into the child's mind than at school? There is no question in my mind that the dullness and backwardness of many school children are due to some ailment, and indigestion caused by the bad condition of the teeth I take to be one of the principal causes. Does not the blood circulate more properly when digestion is perfect? Does not the same blood that bathes the stomach bathe the brain cells? Now, how can the mind of a healthy child, whose blood is darting through the body in a normal manner, be compared to the poor little weakling whose blood is leadened with poisonous matter and flowing along sluggishly?

Many parents fancy that because their children's teeth are full of cavities and their appetites are very poor the candy which they ate is the direct cause. There is no one article of diet that is wholly responsible for the decay of teeth. Cleanliness from the cradle to the grave is the only preventive, for it must be remembered that the mouth is a moist cavity, with a high temperature; we find in it many species of micro-organisms, with a condition very favorable for their propagation. When particles of food are left

between the teeth and in cavities resulting from decay this food decomposes and there exudes an acid. In the mouth itself are acid-forming bacteria, and they, too, begin to become active. This acid acts upon the enamel and

dentine of the tooth, eating it away, thus causing rapid decay.

Teach your child how to handle the tooth-brush as soon as he can manage one; this habit, once contracted, will never be broken.



## THE FEEDING OF CHILDREN AFTER INFANCY.

BY LEROY M. YALE, M.D., NEW YORK.

### II.

The first advance from milk is the addition of some easily managed form of starchy food. When the first molars have come, a more solid form of food may be tried. It is, of course, assumed that the reader understands that starch is not assimilated as such, but is changed by digestion into some of the group of sugars. As the saliva contributes to this digestive change, it is evident that it must be thoroughly mixed with the starchy food to be efficient. Hence the need of thorough mastication of solid, starchy foods. Toast, zwieback and crusts are chosen, both because their hardness demands thorough chewing and because the heat to which they have been subjected has carried the change of the starch into sugar still farther than was done by the process of bread-making.

One of the first additions usually made to the child's dietary is beef juice or some kind of broth, beef, mutton or chicken. These are usually unobjectionable. It ought, however, to be said

that the change is more often made to appease the demands of the parent, or, more often still, the suggestions of some superserviceable neighbor, than to increase the nutrition of the child. For, to begin with, in beef juice or the broths the element of fat is largely wanting and must be made good by butter, if it be desired at that particular meal. The carbohydrates are wanting, except after the child can take rice or barley in the soup. And, lastly, the proteid value of soup is low, and even beef juice never yields so much as good milk, bulk for bulk. But they are agreeable stimulants, safe introductions to a more general diet, and especially useful in the case of children who from individual peculiarity or from illness are unable to digest milk. The only other proteid food to be considered at the early period we speak of, i. e., under fifteen months, is the yolk of an egg well cooked and thoroughly broken-up to be eaten with bread crumbs. Of this, however, the writer is personally



rather shy, as it does not agree with all stomachs and should be tried with watchfulness.

By the time a child is fifteen months of age it will have, on the average, its incisors and first molars, twelve teeth in all. Variations from this rate of development, on one side or the other, are very common and should not be alone considered evidences of disorder. Various causes may be responsible for these irregularities, in the writer's experience family peculiarity being the most potent. If these twelve teeth have been cut it may be accepted as a hint for an enlargement of the diet in the direction of solid food, the chewing teeth, the molars, being now ready for use.

It is, of course, to be borne in mind that milk still is and for a long time will be the principal food. Five meals a day are customary, arranged thus: An early one soon after waking; one in the middle of the forenoon; one in the middle of the day, 1 to 2 P. M., which is the "dinner," at which the permitted solid food is introduced, one at tea-time; and a late one if the child is awake, say, on the average, about 10 P. M. Of these five meals four consist mainly of milk and gruels, as before described, perhaps twelve ounces at a meal, or sometimes of porridge if the child chews unusually well. It is advantageous to occasionally vary these farinaceous foods, using for the gruels oatmeal, wheat, barley, etc., to give variety. Their relative nutritive value

was spoken of in the previous article. Variety has some advantage, however, both as teaching the child to use a new food and in keeping up its interest in its diet. At the meal of midday it is most convenient to introduce the solids, if the child is ready for them. The completed eruption of the first molars rather than a fixed age has been spoken of as a guide, because it seems to fairly correspond with the varying digestive power of the children, and one child may as well manage a certain diet at fifteen months as another at eighteen months.

Into this "dinner" meal there may enter either beef-juice broths, finely scraped or well-pounded cooked beef or mutton, a teaspoonful or two, or a soft-boiled egg. It is to be understood, however, that the writer recommends that the meat in substance and the egg be not given until the molars have appeared. The zwieback or "oven-toast" was mentioned in the previous article and may be judiciously continued. It need hardly be said that if meat or egg be used, the amount of milk at the meal must be proportionately diminished (at least half), and if much meat be taken the milk may be well omitted from the meal. Crackers are much given to children in place of bread. Some soda biscuits, the whole-wheat biscuits, of which the "Educator" is a type, and some hard biscuits are useful or admissible. But an enormous amount of sweetened biscuit of indifferent quality are used which are distinctively objectionable.



## WAYS OUT OF THE DILEMMA.

## I.

IN BABYHOOD for November, 1898, "A. R. L." presents "A Dilemma," and asks for an answer. Would you allow me, a teacher of men, and one who has considerable experience in the teaching of children, to make a remark or two on the subject? My advice is: Leave the boy alone! Before punishing the child, pray examine the parent's words as given by the writer of the above-mentioned article:

"Am I sometimes out of sorts and uncomfortable?" asked the boy.

"Yes, dear," said his mother.

"Do you let me cry when I am out of sorts and uncomfortable?"

"No, dear, not long."

"Must I be punished when I am out of sorts and uncomfortable, and cry and cry?"

"Yes, if you go on too long."

Now, if instead of the last answer, the mother had said: "No, because I try to make you comfortable as quickly as I can," it would have been an answer more according to truth, and would have satisfied the boy. At the utmost he would have wondered why mother is so slow about it with Baby, and might then have been answered by a few words, explaining how he could easily locate his discomfort, while Baby cannot, and that it requires time for mamma to find out what ails Baby.

There is an innate sense of justice in children, which must never be disturbed. My experience is that just punishment is borne by children as a fit consequence of their transgression, provided they are treated fairly; that is, without partiality.

One thing children must, however, be taught very early in life, namely, that punishment must be meted out by the proper authorities, that even where they notice an apparent discrimination in favor of some one, they must not take the law into their own hands. Had our children received this lesson as they should, we surely would not hear of so many lynchings.

REV. W. WILLNER.

*Meridian, Miss.*

## II.

In reading the article in the November number entitled "A Dilemma," I felt very sorry for the little grandson as well as for his parents.

My experience has taught me that as we manage and discipline our children, so will they manage and discipline whatever they come in contact with. It may be their playthings or their pets, as cats, dogs or other animals. It may be their nurse, their neighbor's children, those of our own flock younger than themselves, as it was with this little fellow. How often we see them playing with their hobby-horse, or chair they have converted into one for the time being, whipping and scolding it because it wouldn't mind—just as we, perhaps, have punished them because they would not mind and obey us.

If this little grandson struck his sister, whose fault was it? Was it his? How did he learn to strike? Who taught him? There must have been a time he did not know how? It seems to me that the logic which the little fellow used was better than most

children of his age are able to put into words. Nearly all parents unknowingly teach their children what they afterwards punish them for doing. We do not all believe in inborn depravity of children, so deep that it may not be overcome by the right kind of surroundings and teachings. Not long since I heard a quite noted physician say that it was within the power of every mother to give to the world any kind of child that she may choose. How mothers may do this is a question for them to ponder.

There are three forces at work that make each individual what he or she may be: Inheritance, environments and will power. Now, if it is by example and surroundings that our little ones learn, ought we not to purify ourselves and their surroundings, that there may be no stumbling blocks in their way? Let us study the true method of child development as taught in the principles of Froebel's philosophy and by his true followers. A kindergarten training ought to be free to or within the grasp of every mother. Here is a chance for philanthropy, until the true kindergarten is established as a part of every public school in the land. All hail the day when every mother shall be a true kindergartner and every home a kindergarten.

ALICE T. OFFTERDINGER.

*Washington, D. C.*

### III.

I was greatly interested in "A Dilemma" as well as the reprint of "John, Senior, and John, Junior."

In the first case the punishment idea has evidently been so strongly im-

pressed on the boy that he believes it to be his duty to administer it to his baby sister when no one else does so. He believes he is acting rightly and has the courage of his convictions, hence his persistence. Both courage and persistence are admirable qualities when turned in the right direction. The remedy is to *convince* him that he is wrong—no easy task, I admit.

There are many means to be used without resorting to deprivation of food. As appealing to his lower nature seemingly failed, it might answer to appeal to his sense of justice. After explaining to him why parents are the only ones to administer punishment to children, he might be asked if he were able to provide his baby sister with food, clothing and shelter, and told that unless he can assume these duties and provide for all her needs, he cannot expect to be allowed to punish her. Of course, the language used must be suited to his comprehension. If this failed, restraint could be tried. In this particular case I should deem it unwise to tie the offending hands, as it would probably be too long a period before the lesson was learned; but a strip of soft, strong cloth might be fastened around his waist and attached at the other end to some immovable piece of furniture, giving the child freedom of movement in a limited space. Into this circle the baby is on no account to be taken, as brother cannot be trusted at present. As there is a grandmother available, it might be possible to separate the boy from the rest of the family until he is willing to obey.

His loving nature would probably succumb before the chill of disappro-



bation manifested by all, and as a last resort a severe letting alone and ignoring of all but physical needs might be tried. In all cases it is well to temper justice with mercy and never deny the love that is unquenchable.

These suggestions are probably too late to be of any practical value in this case, as doubtless the problem has long since been solved. I hope the readers of *BABYHOOD* may be permitted to know the result. I can heartily sympathize with the parents in this dilemma, as I have sometimes found ordinary

methods of discipline to be of little value in my own experience. Let them not despair. Obedience is sometimes a plant of slow growth.

As to Mark Twain's scathing criticism of the parents of "John, Junior," I will content myself with saying that the Lord differed from him as regards their incapability, for the child was sent to *them* to train. It is far easier to criticize and condemn than to point out the remedy, and often the method that brings victory and peace in one case totally fails in another. W.



## AFTER THE NURSE LEAVES.

BY MARTHA M. RUSSELL,

*Assistant Superintendent of the Lying-in Hospital, Providence, R. I.*

To many a young mother the closing of the door, as the trained nurse goes away, is a depressing sound. The care and responsibility which the nurse has carried falls on her and she feels helpless, if not overwhelmed. She can no longer play with her baby when he is good, and when he is unhappy hand him over to some one who knows what to do for him. Probably the heir of the house soon begins to wail, and she goes to the crib with fear and trembling, and turns his majesty over, hoping that that will have a magic effect, as indeed such a change of position sometimes has. Let us trust that it may and that the first days of her responsibility pass quietly.

A baby's habits for the first three months of his life are pretty well

formed by the time the nurse goes away, and let us suppose that they are satisfactory to his mother and that she has no harder task than keeping him on the same lines. The first question will probably be regularity of feeding. There is no other one thing that is so conducive to the health and well-being of the baby, and of almost equal importance to the comfort and health of the mother, than this of regular feeding. A poor food given regularly in proper quantity is less likely to harm the child than a good food given haphazard and in excess. Of course if the mother can nurse her child, and he is thriving, the regularity is the only thing she needs to consider. But, doubtless, she will often wonder if he is really thriving or if she is deceiving herself.

A steady gain in weight of a pound a month is good proof that the child is doing well. The scales used by grocers which weigh up to twenty-five or thirty pounds are the most accurate, as a spring balance is affected by temperature; but if it is not convenient to have the large scales, the weight taken weekly on the spring balance is a good guide for practical work. A weekly gain of four or five ounces is as little as one should be satisfied to see registered, though a child may not be in a serious condition if it falls below occasionally. A baby is expected to double his birth weight by the time he is five or six months old.

His complexion is another good indication of his condition. A clear, smooth, pink-and-white skin, which becomes very red when he cries, is not to be found in the possession of a poorly developed child. Overfeeding is very likely to produce a dark, muddy skin, which seems thick and tough. An underfed baby is pale and wan and restless.

The cry is an excellent indication of the child's condition, and though to a young mother any cry seems a sad sound, she soon learns to appreciate what the doctor and nurse spoke of as "a splendid cry." A baby who gives a strong, hard cry and tries to swallow both fists as he cries is probably saying, "I'm hungry." If his cry is sharp and hard, but somewhat intermittent, and the thighs are drawn up close against the abdomen, very likely he has colic. The wailing cry of exhaustion is heard only in children who have some other symptoms of illness. The shrill scream of a child with brain trouble is generally associated with a scowling counte-

nance. The drawn mouth and pinched chin usually indicate abdominal trouble. Noticeable contraction and expansion of the nostrils goes with embarrassed lungs. There is very little crying when there is any difficulty with the breathing apparatus, for the effort to cry causes pain.

A sick baby does not need to be held constantly. It is far better for him to lie quietly in his crib than to be handled. In some diseases, as pneumonia or vomiting with diarrhoea, his safety may depend on his lying still, and for this reason, if for no other, he should form the habit of lying quietly in his crib. Let his mother see that he is warm and dry before he is laid in his crib, and then let him stay there even if he does cry. He is very unlikely to injure himself by crying, and he is almost certain to spoil his own temper, if not that of his entire family, if he is taught that he can get whatever he cries for. A baby should be laid in varying positions in his crib, as deformities caused by faulty position may result from continual lying in one way.

A clinical thermometer is a great help to a mother in determining whether her baby is ill. The temperature registered by the thermometer inserted three-quarters of an inch into the rectum is the most reliable. While serious illness may exist with a normal temperature (98.5 degrees), this is unusual. A temperature of 101 degrees does not necessarily indicate serious trouble, but the child should be watched carefully, and if the fever increases a physician should be summoned. A child with a subnormal temperature should be covered up carefully with hot-water bags beside him, and if he does not very soon

respond he will need a doctor to prescribe for him. A hot-water bottle is a great comfort to a baby; it is the best domestic cure for colic, and when the little feet are cold it will quickly equalize the circulation. If the baby must be artificially fed the doctor will have to give more help and advice than if the child can be nursed, and regularity must then ever be the watchword.

If the baby vomits, the mother should notice the quantity and quality of the matter vomited, and the time of vomiting with relation to the time of feeding, as a child may have taken too much and throw up a little soon after feeding—simply an overflow; while vomiting uncurdled milk an hour or more after feeding indicates that the stomach is doing very little work.

Two or three stools a day is not ex-

cessive for a young baby. The normal stool for a nursing baby is smooth, orange-color, and about the consistency of cream. A bottle-fed baby will have a similar stool, except that it is paler in color. Any deviation from normal, either in the direction of constipation or diarrhoea, must be noted. Curdy, green movements are often the first indications of trouble with digestion.

During the entire first year the child should have an abundant supply of fresh air, though through the winter he must not stay out long—in damp, windy weather not at all. In summer as much of the day as possible should be passed in the open air.

To sum up: Good food and regularity, quiet, and fresh air, are cardinal points in bringing up babies.

## THE DRESS OF CHILDREN IN WINTER.

### II.

Taste or fashion directs that the outer garments of little children should be of white or other "wash" materials. There is no other reason why they should be preferred to warmer materials, especially of wool. In these outer garments come the chief variations of fashion. Often they are ridiculous. A cut of garment which, never becoming, could be "carried off" by a tall, stately woman, is put equally upon a dumpy four-year-old, with a grotesque result. On the other hand, as both convenience and economy lead to the purchase of children's garments ready made at shops, these grotesqueries, when in fashion, must prevail, and the discomfort many little children feel if in un-

fashionable clothing makes it perhaps on the whole better to follow the fashion, unless it be one which is distinctly unwholesome.

The same remarks apply to the additional outer dress which becomes necessary when children are old enough to play out of doors. What precisely these shall be, this article cannot attempt to describe for readers who reside from New Orleans to Manitoba; but the essential considerations are the same as before given—uniformity of protection and adjustability. In a moderately cold climate it would involve a warm headgear, which may protect the ears; a warm coat or cloak, rather long, but not so long as to



hinder activity; woolen leggings and warm shoes. Extra long leggings, covering the thigh with a shorter overcoat, are often better for boys who play actively.

In a changeable climate, especially as on the seaboard, where the the variability regards moisture as well as temperature, the most advantageous dress seems to us to be a not too heavy ordinary apparel, which is not varied, with a variety of outer garments to suit changes. Thus a boy of ten might wear in the house a suit of moderate weight; going to school or to

play on moderate days a "reefer" and a cap; on a rainy day, a rubber coat and rubber shoes; on a cold day, a long overcoat, with knit leggings, or, in snow, rubber boots; while for skating, etc., a "sweater" of wool and his reefer would be most convenient. Warm gloves or mittens are needed. If his wardrobe does not contain all these, the same ends may be gained by the exercise of a little ingenuity. As spring approaches, with its hesitations and relapses, this adjustability is especially desirable.



## HOME TRAINING OF CHILDREN FROM THREE TO SIX YEARS.

BY A WESTERN MOTHER.

### II.

To my mind the most effective assistance in training small children, in other directions as well as in the control of the will, is example. What the child sees it will imitate. What you are, your child will be. Hours of patient work may be lost through one moment's bad example. If the mother has full control of her own will, even to the extent of unbending it on occasions, didactic instructions need be well-nigh naught. A potent aid is in firm, convenient household rules to which the elders conform. A supervision

which does not interfere with, but directs, the superabundant energies of the young child, is a help, especially if some choice is allowed. Be sure the child is carefully observed, that he may be encouraged in his feeblest efforts, put forth voluntarily. Of admonition as an aid to the culture of the will of children under six years, I have small hopes.

Next we come upon punishment. Some manner of minor punishment there must be to maintain the peace and order of the household. In my

family, the withholding of some favorite sweet is most efficacious. But punishment, used as an aid to educate the will, is another and more difficult matter. The subject has been covered, at least in this generation, in Herbert Spencer's book on "Education," in which he exploits the discipline of natural consequences. As an illustration is often as good as an essay, permit the one of the child and the fire. The child is at play with the lighted candle. The mother says, "I fear you will burn yourself." The child does not heed being warned, and burns himself. Subsequently this child, alone with an open fire, recognizes its power to burn and keeps at a respectful distance. A second child plays with a lighted candle. His mother says, "Let the candle alone." The child asks "Why?" but does not stop. Perhaps the mother says, "Because I tell you," which to the child, not yet receptive of the abstract ideas of authority and filial obligation, is no reason. The candle is removed. This child, left alone with an open fire, thinks, "Here's my chance," and proceeds to set himself aflame as speedily as may be.

This little allegory holds good through life, and is too often illustrated in families where repression, under the name of obedience, has taken the place of true control. This method, which puts natural consequence in the place of a parent as a dispenser of justice or punishment, saves friction between parent and child, allows the child the freedom of choice, and has the further great advantage of throwing the burden upon the parent, instead of the child, and of causing the parent to think. For the old dictum, "Children

should be made to obey," should be substituted, "Parents should secure obedience." In England children are taught as a religious duty to order themselves lowly and reverently to their betters. In Germany we find despotic militarism. But in our own country the right to govern rests upon the consent of the governed. And we are training American citizens, to whom freedom of will is not only their heritage from the past, but their sceptre in the future. Looked at from the point of view of the child, the parent has no right to punish, yet the burned child realizes the power of the flame to burn. Let the child choose; then let the consequences of error fall upon himself. This is not punishment, it is discipline, with which we must all go hand in hand through life. It is also the natural and best method of developing the judgment, some good stock of which each child should carry to the public schools. Indeed, prompt and correct judgment is the one quality, more than any other, that makes for material success in this world, and it proceeds directly from freedom of will, and cannot, under oversight, be developed too early.

Before a child whose parents would so train him must be held up the necessity of self-reliance, the noblest aspiration, and the dignity and obligations of his personality. If we carefully observe the child's disposition, and seize the moment when the intellectual demands are active and the will is pliant, these subjects are not too large for him. These small ones have moments of greatness of soul, caught from the "heaven that lies about us in our infancy," which are the crises of will training.





## NURSERY HELPS AND NOVELTIES.

### Darning by Machine.

The fact that torn textiles may be neatly and swiftly repaired upon the sewing-machine, to the saving of time and eyesight, is less generally known than it deserves to be. The accompanying illustration is a sample of the work, as done upon the ordinary family sewing-machine, without attachment of any kind. After the darned portions have been ironed they are scarcely visible if properly done, and the length of service of one's napery and body-linen is in consequence very perceptibly increased.

The knees of children's stockings, knit underwear, the buttonhole that has torn through, the accidental L-shaped rent in a skirt breadth, the hem-stitched border that has parted company with the rest of the handkerchief, the ragged tear made by carelessly detaching a clothespin from linen frozen fast to the washline, any and all of these may be skilfully and rapidly mended by the sewing-machine. But in order to do the work well it is necessary for the operator to thoroughly understand at least one part of the mechanism of her machine. Usually the woman purchasing a sewing machine is content when she has mastered the manner of its stitching, the use of its attachments, and the mode of oiling its parts. The how and why, or the true secret of its satisfactory work, seems to give her no concern, and this

undoubtedly accounts for many of its occasional fits of "crankiness."

Machines of different make differ in certain points, but they are all constructed upon the same general principles. The foot through which the needle passes firmly holds the material to be sewn just over the feed points, and these pass it along after each stitch has locked itself, and thus put it in position for the next. The pressure that holds it down is not, as might be supposed, regulated by the spring that lowers the foot, but by a screw which, in machines of modern make, is placed in a prominent position. In order to darn, this pressure must be removed; to do this ascertain the situation of this screw, turn it toward the left until it comes quite out, then drop it lightly back into place, lest it be lost, and throw off the stitch by loosening the stitch-regulator and moving it to its furthest limit in the direction that shortens the stitch. The tension does not require alteration.

The pressure having been removed, the machine will no longer feed itself, and the operator will be able to move the material under the foot backward or forward or from side to side while sewing, without in the least interfering with the regular formation of the stitches. This is the whole secret, and to one who has a plentiful stock of promiscuous mending, it proves well worth mastering. The changing of the



machine is done in a moment and it is as quickly returned to the normal condition for sewing.

As in all else, the skill in this kind of darning comes with practice, but the work is rapidly done, is specially firm and has the fascination of fancy work. The machine being properly adjusted, the operator who is making her first attempt begins by cutting a short incision into a patch of new muslin. Placing it in position beneath the foot of her machine, she inserts the needle a fourth of an inch below and at one side of the rent to be darned. Holding the patch taut, but not too tightly stretched between her fingers, she moves the goods back and forth under the needle until the edges of the incision have been darned together. A long rent must be lightly basted upon a piece of paper underlaid, to prevent the edges from drawing away from each other and to keep them exactly even. If a good result is not obtained in the patch thus experimented upon, let the beginner draw a lead-pencil mark upon a piece of muslin to represent a rent, without cutting, and proceed to darn it back and forth. Having succeeded with the first patch, another is cut from worn material, and if this one can be darned without further fraying of the hole that has been made in it, the one difficulty of darning upon the machine is overcome. To prevent the puckering of thin or delicate goods under the needle, it may be gently stretched between the two rings of a small embroidery frame, these being surer and safer than the fingers.

To insure greater strength, when the material will permit, a layer of bobinet is placed beneath the torn spot, and the darning stitches passing through it give a firmer hold. This will be found practicable for the ragged knee of a stocking, the worn places in knit underwear and in Hamburg edgings. Sewing silk of the exact color of the garment to be mended is threaded into the machine, cotton being used only on cotton or linen material. When a patch is to be inserted for reinforcement in sleeves, drawers or trousers, it is cut from cashmere or sateen of the same shade; it is basted into position and the worn spot above it, together with a goodly margin, is neatly darned back and forth in a square. This mode of repair is far more sightly than the most carefully inserted patch of new material, is equally strong, and when ironed out is almost invisible. It may occasionally be necessary to open a seam in a garment in order to get the work into the machine, but as the opening can be readily rejoined or darned over, it will be even firmer than before.

Frayed laces and embroideries upon underwear are also satisfactorily renewed in this way.

Sewing silks 0 and 00 are used for stockings and knit goods; 70 cotton for towels, 80 for bed-linen, 90 for table linen and muslin underwear, with the needle to correspond in size, are found to give the best results. I. R. W.

[The specimens sent for inspection fully bear out the claims of the writer. —Ed. BABYHOOD.]

## EDUCATIONAL METHODS.

**A Cure for Tantrums.**

My baby boy is seventeen months old and has usually been a good-natured and reasonable child. A few weeks ago, however, he troubled us by going into a "tantrum" whenever his will was thwarted. These fits of temper were becoming more violent with each repetition, and made me seriously uneasy about the future.

I tried the usual methods of breaking the habit—solitude, scoldings, spankings and pooh-poohing—all without effect. Finally a new idea came to me. It was suggested by a recent article in which a lady tells of the cure of her little girl's overflow of tears, by causing her to shed them always in a particular corner of the room. So when next my baby began to dance up and down, screaming, and finally bumping his head against any available hard object, I acted on my inspiration. In the room was a couch, very soft and springy. To this I led my boy, and pointing to the cushioned top, I said: "Bump your head there, William, and you will feel better."

The effect was instantaneous. Frowns gave place to smiles, and he put his head down once or twice and looked up with his nose wrinkled to express his appreciation of the joke. Good humor was restored, and at what little cost of strength and nerve! Now, whenever the symptoms of tantrum appear, I hurry him to the couch and point to the softest spot. It never fails to cure my boy and restore good nature, while he yields more readily to reason, and the attacks grow less frequent.

Probably all children are not troubled with the head-bumping mania, but I think the same principle might be successfully applied to the different expressions of naughtiness. A certain spot to dance up and down, a particular place for kicking, if insisted upon, will, I think, in many cases break up the habit when other methods fail. In this way I hope to lay the foundation of a reasonable, cheerful nature, to help Baby through the trials of coming years. How many mothers have tried this plan?

A. B. STEVENS.

## BABY ATHLETICS.

## II.

At four and a half months Normal undertook to feed himself; he had been long training for it. The little hands, with unsteady motion, reached out for the bottle long before they could come near reaching the mark. After much practice they were able to get to it with certainty—to touch it, then to place a hand on the smooth, warm surface and pat it while feeding. After a time

the two hands were able to work together with strength enough to lift the bottle, and then came the final triumph of co-ordinate action—balancing the bottle at a suitable angle while emptying it. This was a great delight that he would by no means forego, and many minor accomplishments were added as time went on—balancing the bottle skilfully in one hand, wielding it

about when resting and flinging it across the room when empty.

In the next record he has progressed beyond the tasting stage, when everything is tested by the mouth, and is casting about in his little world in pursuit of knowledge. He reaches for things far and near, is very persevering to get hold of whatever takes his eye, and when within touch, he will feel a thing, pat it, pull it and spank it to make a sound. If he gets possession of movables he will at once clash them against something hard to test the sounding properties. It is the age for delight in sound! He sits in a low chair with some trinkets suspended from the back of a chair in front of him; these he keeps going with his feet to a regular measure, and is all excitement with the jangling, from the crown of his head to the tip of his toes.

At eight and nine months he turns himself over and about on the bed; pulls himself within reach of grabbing a strip of sunshine that lies across the spread; plays at ball, rolling it off the bed as often as it is tossed to him, and laughs at the fun. He lies kicking and babbling on the bed for an hour before subsiding for the night, sometimes making shadows with his hands, watching their coming and going intently. At this age—nine months—he follows the flashes of a hand-mirror and manipulates it himself, seeming to understand something of cause and effect.

Normal's record is not that of a precocious baby or of one trained to special accomplishments. It shows the natural, all-round development of a baby who is given a fair chance to make the most of himself, with *don't's* as few as possible. In some points he may

have been behind some children of his age, but that would be quite consistent with his broad, substantial culture. He was more than twelve months old before walking alone, but he had previously mastered many feats of locomotion and tricks of self-protection—sliding from his couch safely, always saving himself from injury in a backward tumble by a skilful forward tip of the head, going up and down stairs, and holding his own against the advances of pets and the attacks of enemies.

At fifteen months he was left asleep in an upper room while his mother visited a near neighbor. During the visit a little tap at the door announced Normal, to her great surprise. He had slid from his bed and made his way alone down the stairs, through the house and down the steps into the yard, across the yard and through a loose picket in the fence into the neighbor's yard, apparently as keen in his scent as a little animal to trace his mother.

At about the same age he used to chase the young chickens, and got into a fray with the mother of a brood. The boy and the infuriated hen were struggling together in the gravel when rescue came. Normal had defended himself so well that he escaped without a scratch, but it was a severe test and intimidated him not a little. The memory of the conflict lasted for a long time and "faid chi-chi!" was his terror by day and by night.

At twenty-two months Normal walked erect up the seventeen steps of a public building without so much as stopping to touch the forward step to steady himself; one step at a time, of course, but without loitering or apparent fatigue.





## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### **The Duration of Infection in Whooping Cough.**

The *British Medical Journal* thus summarizes the recent conclusions of an investigator of the infectiousness of whooping cough:

Weill, who in 1894 expressed the opinion that whooping cough is contagious only during the premonitory catarrhal stage, has since put his opinion to the test. On various occasions he permitted nearly one hundred young children who had not previously suffered from whooping cough to be associated in the same ward, for twenty days or more, with children suffering from the disease during the stage of whooping. In only one case was the disease contracted, and in this instance the patient from whom the infection was derived was in the very earliest period of the whooping stage. In three small epidemics, Weill was unable to satisfy himself that infection was contracted from children who had not yet begun to whoop. He concludes that infection ceases very soon after the characteristic whoops commence, and that therefore in a family it is not the patient who is already whooping, but his brothers and sisters who have not previously had whooping cough who ought to be isolated.

### **A Few Points on Nursing Children with Diphtheria.**

The author of "*Der Kinderarzt*," says *Pediatrics*, does not believe that the

treatment with antitoxin injection alone is sufficient, but recommends as well the carrying out of all rules of general therapeutics in vogue before antitoxin treatment was employed. It is necessary, in the first place, to administer a strengthening diet. The cleansing of the mouth and nose with a 1 to 2 per cent. solution of salicylic acid is to be recommended, it being of great value for the removal of secretion and pseudo-membranes. A bath of lukewarm water also should be administered, for the preservation of the function of the skin is of great importance. The diet of a child suffering with diphtheria is at all times an important problem, as it frequently happens that children will not eat or drink for days together, and occasionally a patient is met with who dies for want of food, although the disease has been cured.

Finally, as the after effects of serum therapy frequently cause some anxiety, it devolves upon us especially to feed the children with milk during the first few days on account of the danger of the occurrence of nephritis. As most children who are fed on milk in scarlatina escape an attack of nephritis, this measure should be also brought into use in diphtheria. It insures the normal action of the kidneys, and represents at the same time an adequate nourishment. Metabolism is accelerated by treatment with serum. Dr. Valette has shown that the urates and

phosphoric acid are greatly increased. It stands to reason, however, that we should endeavor to diminish as much as possible the work of the kidneys.

—

**A Cure for Bed-Wetting by Suggestion  
During Sleep.**

Dr. S. Herbert Britton (*Canadian Journal of Medicine and Surgery*) says: I noticed not long ago that Mr. Flower seems to have no doubt, judging by an article of his in his magazine, that the time to educate children against bad habits, and, in fact, to carry on a great part of their instruction, is while they are *asleep*. This was a new idea to me, but I resolved to try it at my first opportunity. My little three-year-old daughter had, since an attack of whooping cough, a most troublesome incontinence of urine. We gave her drugs, implored her, punished her, and did all that we could to cure her; everything was useless. I had decided that time alone would cure her; but, after reading Dr. Flower's article on the education of children during

their sleep, I took courage. I talked to her during a quiet sleep, and suggested "— will not wet herself any more." I repeated this in her ear very distinctly, and said it over and over. I also suggested that she would not wet the bed any more. I told her how sorry her mamma and papa were when she did it, etc. Now, it must be remembered that this habit was so bad that the child was at no time in the day presentable when any one wanted to see her. Her mother was invariably compelled to see to her clothes before allowing her to see visitors. I was therefore very much astonished to notice soon after the first treatment that she did not repeat the soiling of her clothes. "But," I said, "it must be a coincidence," and I let the matter drop for that time. The freedom from enuresis continued from day to day, and I, of course, continued my treatment at intervals, and must say that it is now over two weeks since she has been troubled in the least. Here was an instantaneous and complete cure.

## THE PARALLEL EDUCATION OF THE SEXES—A REJOINDER.

BY AN "OLD-FASHIONED" MOTHER.

Those who have seen the results of a quarter of a century of the higher education of women are still—many of us, at least—not unwilling to confess, with Mr. Tulliver, that "education is a puzzling question." That higher education has been an untold good to woman, has opened out for her paths of pleasure and opportunities for work which were closed before, none can doubt. That it has, also, been attended by not a few

drawbacks, and has caused some undesirable changes in the lives, and especially in the manners, of women of the present day, is conceded by almost all who think deeply on the subject and who look with loving, even if critical, eye on the rising generation of women.

In a recent number of *BABYHOOD* we read with interest an article by an "advanced" mother on this subject. In it the writer shows clearly that in her

eyes the desideratum of woman's education is that it shall be conducted on the same lines, physically and intellectually, as man's. The old question, Why should woman's education differ from man's? seems to find its best answer in the fact that woman's mind, and especially her nature, are different from man's, and, in ignoring this, we ignore something that will not be ignored. Nature in her wisdom has made them to differ, and no amount of training and education will make them similar; the difference is as unalterable as the leopard's spots and the Ethiopian's skin. Many of our mistakes in life arise from our transgression of the law of nature and our failures to heed her warnings; she, being sure in her punishments, shows us our folly, sometimes, alas! when too late to repair the mischief our ignorance has caused. If we, forgetful of a woman's delicate physical mechanism, allow and encourage her to indulge in some of the severe physical exercises which, under the name of physical culture, are practised in our woman's colleges, future mothers will suffer for our ignorance. Nor is the difference less marked intellectually. But why talk as if difference necessarily implied inferiority? Surely, it is possible to differ even from such an admirable and worshipful creature as a man and still not be inferior to him. The opinion of many educators who have had ample opportunities of studying the types of intellect in both men and women is that the minds of the latter are more alert than those of the former, and that the acquisition of knowledge in many subjects is more easy for them than for their brothers.

It is of great interest to note in re-

gard to the subject of higher education of women the opinions of Tennyson. The true poet is supposed to have something of the prophetic vision, to be what Carlyle calls a "seer," and Tennyson seems to have fully justified his claims to that title. As early as 1840 or thereabout he spoke of the difficulties that surround this question, and said that he considered the higher education of women one of the two greatest problems to be solved in this century, and that the sooner the world realized that "woman is not undeveloped man but diverse," the better it would be for the world. In 1847 "*The Princess*," which has been called the "herald melody" of the higher education of woman, was published. Lilia, the young, inexperienced girl, in her denouncement of the "convention that beats woman down," says, "it is but bringing up; no more than that." As the story progresses, we see that she was mistaken, for the poet shows us that it takes more than "bringing up" and education to change the womanly nature.

The effect of this effort to pattern woman's education in all respect after man's is seen in the manners of young girls of the present day. We hear on all sides complaints of the manly manners, sometimes even of the bad manners, of the college girl. To such an extent has the cry been raised that college women have actually taken up their pen to defend their fair name against this accusation. Much of the mannishness which has crept into the manners of women has undoubtedly been caused by co-education. Consciously or unconsciously, we imitate the manners of those with whom we asso-



ciate, and however much we may admire the manners of a man, we do not wish to see our daughters copy them. For this reason it seems highly desirable to have our daughters taught by womanly women, just as we wish our sons to be taught and influenced by manly men. Womanliness is and must ever be a woman's greatest charm, nor need it be separated from the highest intellectual attainments. It has been the unfortunate habit of advocates of the higher education of woman and woman's rights to glorify man and to belittle woman; especially intellectually—to talk, in fact, as if a woman who was "not learned, save in gracious household ways," was utterly ignorant and worthy of little consideration. This has led to a certain presumptuousness on the part of some of those who have received the benefits of a college education, and to a

neglect to cultivate that humility which always should, and often does, attend true learning. Higher education is still in its youth; we may truly say of it:

"Patience! Give it time  
To learn its limits. There is a hand that  
guides."

We may hope to see in the future a system of education evolved for woman which, while it gives her every opportunity of mental culture, will still be not forgetful of the cultivation of those womanly qualities which will tend to make her successful in the noblest occupation that can come to her in life, that of the maker of a happy home and the "joyful mother of children." This occupation, far from being narrow or belittling, will

"Leave her space to bourgeon out of all  
Within her—let her make herself her own,  
To give or keep, to live and learn to be  
All that not harms distinctive womanhood."

## OCCUPATIONS AND PASTIMES.

### *Baby's Farm.*

There is no pastime my little boy enjoys so much as a large, shallow box of sand which he calls his farm. He keeps it in a warm room and on an uncarpeted floor, so the "muss" he makes doesn't trouble me. Sprigs of evergreen are alike fruit and shade trees; tiny posts set in the sand at regular intervals and connected by cord furnish his barbed-wire fences; a 25-cent "Noah's Ark" is his farm-house, and the animals that were in it stock his farm as well as any country gentleman could wish. At times this farm, to all appearances, is out on the level plains of Nebraska, at other times it is evidently in hilly New York. This ability to do what he pleases with it gives it its chief charm to him.

It has been a great magnet to draw him in from the coasting hill, which always keeps me on the anxious seat.

*Ithaca, N. Y.*

C. G. A.

### *Indoor Fishing.*

The fish may be represented by oblong pieces of cardboard (if mamma has time, pictures of fish may be pasted on these), the underside of each having a number to tell the child the weight of the fish which he has caught. On the upper side place small double-pointed tacks, into which the hook is caught. The fishing hook may be made of a bent pin and for the pole a long pencil will answer. On a rainy or snowy day the little ones will enjoy this sport hugely, and there will be no catching cold.

N.



## THE BOOKS THAT CHILDREN ENJOY.

BY RATE M. CONE.

### II.

In the mass of modern literature devoted expressly to children there is much that is of common interest to readers of all ages. In spite of the wish, not infrequently uttered, that no such thing as children's literature had ever come into existence, it is nevertheless true that some of the best literary work of the day has been done and is being done in this field. Kipling has written nothing better than the "Jungle Books." Stevenson had a boy in mind when he wrote "Treasure Island," and his "Child's Garden of Verses" elicits children's love and older persons' admiration in about equal proportions. The common stock of pleasure would be considerably diminished if the "Rollo Books" and "Alice in Wonderland" and "Water Babies" had never been written. The bound volumes of *Our Young Folks*, published thirty years ago by Ticknor & Fields, show a list of contributors almost identical with that of the *Atlantic* and *Scribner's Monthly* of the time. The *St. Nicholas* has a literary record on a par with that of the *Century*. Kindergarten experience and the new child study give further promise of articles and books for children which shall be as creditable as they are numerous. As it is, science, art, history, biography and travels have been treated for children with accuracy and skill. Witness the lists on these

subjects and many others which are given in Sargent's "Reading for the Young."

The principal fault with the objectionable books for children is that they make the child and his doings the center and object of attention. They are *about* children, and therefore, except in the rare cases where Stevenson's power of thinking with children is attained, not suitable *for* children. They tend, in a word, to self-consciousness. "Little Lord Fauntleroy," Mrs. Ewing's "Story of a Short Life," "Sentimental Tommy," "The Golden Age," and most of Eugene Field's poems are eminent examples of children's books for grown people, and this is avowedly the case with Barrie and Kenneth Grahame. Such books display literary skill; they are full of knowledge of the child-mind; they exquisitely portray the grace and innocence of childhood, but they betray the secret of the charm of childhood, and ought not to fall into children's hands.

The same fault is to be found with the hosts of books in series which narrate the doings of little Willies and Kitties and Susies to the second generation; they make children think about themselves; nor do they possess the literary excellence or psychological insight which might commend them to maturer taste. Better a thousand times

a child brought up on witches and goblins than one fed on their disillusionizing sweetness!

Of books written with a grown-up audience in view the number which children have made their own is legion. To begin with modern instances, take the great monthly magazines. "Uncle Remus" was written for the *Century*. The "Jungle Stories" appeared about equally in *McClure's* and *St. Nicholas*. Kipling's locomotive story, ".007," for which two children of my acquaintance have the most extravagant liking, so that they know much of it by heart, was published in *Scribner's*. The same children clamor for the monthly instalments of Dr. Mitchell's "François," and have heard with the utmost interest the recent numerous magazine articles about firemen. One little friend of mine has, since he was two years old, taken great satisfaction in the illustrated railroad articles which appeared in *Scribner's* several years ago, at first enjoying the pictures, and by degrees the reading matter.

The illustrated nature articles which all the periodicals occasionally publish are as attractive to children as to older persons, and hosts of children share the attention which the world is giving to the Klondike, the North Pole and the navy. To give examples from published books, Nansen's "Farthest North" was listened to with breathless interest by a little brother and sister whom I know.

Nansen's little daughter, Liv, being found to be of the same age as this little girl, a personal interest attaches to the brave father's wanderings in the cold. The building of Nansen's and Johansen's hut these children considered as interesting as that of Robinson Crusoe's castle, and the meeting of Nansen and Jackson was an oft-repeated passage.

"Robinson Crusoe" has been long claimed by children as their peculiar property, but it was written for men and women; the well-known adventures on the island are but a part of the story, and in its entirety it is a great English classic—a model book of adventure for both old and young. Two other books of about the same date, which are for all ages and for all time, are "Pilgrim's Progress" and "Gulliver's Travels." All three are fit to be read, almost from beginning to end, aloud, in presence of the whole family, from the little five-year-old upward; and if the grown folks like them I can warrant that the children will.

I have in mind a family picture: an open fire, and papa resting before it; close beside him, holding his hand, little brother, the image of rapt attention; mamma, reading aloud by the evening lamp, with little sister perched on the arm of her chair, and the young lady of the household completing the group—all alike intent upon "Robinson Crusoe."





## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS :—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

**Periods of Infectiousness and Incubation.**

To the Editor of BABYHOOD:

(1.) How long can a child having a contagious disease transmit the affection to others?

(2.) And how much time will elapse before such a disease breaks out in a child after it has been exposed? N. L.

New York.

(1.) In answering the inquiry as to how long a person having a contagious disease can transmit the affection to others, the following generally accepted table may be given:

Measles—From the second day, for three weeks.

Small-Pox—From the first day, probably three weeks.

Scarlet Fever—At about the fourth day, for six or seven weeks.

Mumps—About three weeks.

Diphtheria—About three weeks on an average, and often as long as the bacillus remains in the discharges, which may be many weeks.

(2.) There may be a considerable variation in the periods of incubation—that is, in the time that will elapse before a person will "come down" with a disease after having been "exposed"—due in some measure to the nature of the epidemic, or to the susceptibility of the patient. In most cases the sooner the disease is developed after exposure the severer will be the type of attack. Speaking generally, the following periods of incubation hold good for the principal contagious diseases:

Scarlet Fever—12 hours to 7 days.

Measles—9 to 12 days.

Small-Pox—12 to 14 days.

Chicken-Pox—8 to 17 days.

Diphtheria—2 to 8 days.

Whooping Cough—4 to 14 days.

Mumps—8 to 22 days.

**Bed Wetting.**

To the Editor of BABYHOOD:

Can you give me any remedy to prevent a child from wetting the bed at night? My little boy—nearly six years old—does it as many as two and three times during the night, notwithstanding I am careful to have him pass water the last thing before going to bed, and oftentimes rouse him up in the middle of the night. He is rather a frail child, yet he shows no signs of weakness in this particular during the daytime, and it certainly is not from carelessness on his part that he loses control of himself at night, for it mortifies him very much.

Titusville, Fla.

R. W.

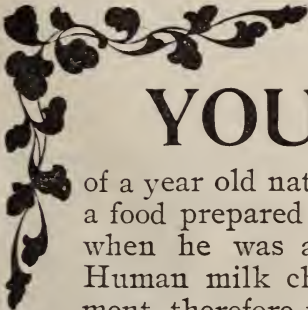
The trouble is a common one and the cause in an individual case has to be sought for. Much of the trouble depends upon the shape and position of the bladder in early life. The need of attention on going to bed and in the night you are already familiar with. Common sources of irritation exciting evacuation of the bladder are pinworms, and in boys a tight or irritating foreskin. If these causes are active in any case, their removal often causes cure. Feeble children often are benefited in this regard by the use of tonics and bathing of the parts and the hips with cool water to invigorate the tone. The drugs which are especially used for bed-wetting are rather potent and ought to be given by a physician, as they cannot be judiciously given by a parent without specific directions suited to the individual.

## THE MOTHERS' PARLIAMENT.


The First-Baby  
Superstition.

—Whenever I hear mention made of a “first baby” in that tone which implies “the only baby worth mentioning,” I feel a thrill of sympathetic indignation. One would think, from the general run of allusion, that the much-heralded first-born child appropriates the mother-heart once and for all, leaving only a sort of tolerance, or warmed-over remnant of affection at best, for any unfortunate little creatures who may subsequently venture to put in a timid appearance.

If this were even measurably true, it would be indeed a sad state of affairs; but in normal cases I don't believe it is anywhere near the truth. I am inclined to think that the popular superstition concerning a “first baby” is similar to that other time-honored fallacy of the “honeymoon.” Experienced married people know very well that the first weeks or months after the wedding are not a dream of unalloyed bliss, but a period of considerable uncertainty, difficulty and inward disturbance. Many a young pair who truly love each other have to pass through a trying ordeal




## YOUR BABY




of a year old naturally requires more food and a food prepared in different proportions than when he was a babe of only a few weeks. Human milk changes to meet this requirement, therefore when baby is brought up on artificial food this fact must be remembered. Mellin's Food can be adapted to every age and requirement of your child, and that is one of the reasons why it is so successful and satisfactory.

My wife received the

## MELLIN'S FOOD



sample you sent her some time since, and she requests me to say to you that it gave such entire satisfaction that she has continued the use of Mellin's Food ever since. She follows directions implicitly and with most admirable results.



W. S. TAYLOR, Huntingdon, Pa.

Send us a postal for a free sample of Mellin's Food.

MELLIN'S FOOD COMPANY, BOSTON, MASS.





which they had never anticipated, before the painful novelty of the matrimonial relation has worn off, and inevitable differences of temperament and opinion are harmoniously adjusted. True conjugal happiness, a consciousness of indissoluble union, perfect mutual knowledge and trust, come only with later and mellowed years.

Will not BABYHOOD mothers confess, if put upon the witness-stand, that, in their own cases, the second, the third, the fifth or a later baby was loved quite as well and more wisely, brought quite as much happiness and more comfort and satisfaction, than the much-idealized and glorified "first child?" Ignorance and inexperience do not of themselves confer bliss, but rather doubt and anxiety.

We experienced mothers know that

the child of maturer years, coming when the maternal nature is fully developed, when knowledge and experience give a comforting sense of security, when broader capacities and fuller comprehension of the spiritual heights and depths of motherhood are ours, is more fortunately mothered, if not more completely loved, than was its earliest predecessor, the first, it may be, of an unripe body and an unprepared soul. It would be a pity for us to encourage or even to tolerate a phrase which assumes, although half in jest, that the holiest and sweetest relationships of life are but sources of transitory pleasure, dependent upon novelty and illusion for any measure of charm.—*Elaine Goodale Eastman, St. Paul, Minn.*

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## SOME OF THE CAUSES OF SO-CALLED SCHOOL DISEASES FOUND IN THE HOME.

BY SAMUEL S. ADAMS, M.D., WASHINGTON, D. C.

### I.

While I am willing to concede that many of the school diseases are due to the routine of school-life, nevertheless, daily experience demonstrates the fact that many of these diseases should not be classed, even indirectly, as due to school-life. The daily life of the school child is so variable, owing to the difference in the circumstances of the parents, that it would seem natural to expect that not all of the causes of disease should be laid at the door of the schoolhouse, but that very many of them should be directly attributable to the mismanagement found at home.

One of the causes of mental and physical breakdown in the child is to be found in the ambition of parents to have all the children in the family reach perfection. This desire the parents attempt to gratify by forcing children of different physiques to attain the same standard in school; in other words, we cannot take the several members of the same family, with their different mental and physical conditions, and teach them in identically the same manner, nor can we expect to take these same children, place them under

the same daily routine and reach similar results. Hence, it should be our aim to curb this ambition in the parents by reminding them that the physical and mental capacity of one child is different from that of another, and that each one must be treated from a different standpoint.

Many are inclined to believe that the teacher is derelict if she fails to impress upon the parents the difference in the mental as well as the physical capacity of the children, and indeed the teacher would be guilty of this charge if she failed to give the proper advice upon being asked for it; but it is a matter of fact that the parents usually ignore the teacher and reserve to themselves the right to determine the standard to which their child shall attain. It is as difficult for the parent to accurately determine his child's capacity as it is to supervise his physical training. It has occurred to the writer that the best way to remedy the defects of mental and physical training in the school child is to have a properly trained director, whose business it shall be to suggest to the parents the proper

method of treating children of different capacities. Such suggestions, if properly made, would not give offense.

A great cause of the so-called school diseases found in the home is often improper diet, and by this is not meant the scanty diet of the poor, but that common among the children of the well-to-do. Fashion has decreed that the child shall subsist upon two scanty meals in the early part of the day and a bountiful one late in the evening. The observance of such custom is responsible for many of the digestive disturbances which are found in the school child, and would not be corrected by any rules which the school board might adopt. Let us illustrate: The average child under ten years of age is called at about 7 or 7.30 in the morning; with the necessary time consumed in making the toilet, and allowing for the tardiness of the cook, it is usually 8.15 or 8.30 before the child sits down to his breakfast. Before he has fairly got started, some one at the table reminds him that he has but a few minutes before school opens. This necessitates hurry, and hurry means the indigestion of improperly masticated and insufficient food. Now this child, improperly fed, hurries to school, accomplishes his tasks, perhaps well, perhaps sluggishly. The noon hour arrives; if, now, perchance, he lives near enough to the schoolhouse to go home to his luncheon, he rushes in, gobbles down his bread and butter and preserves, and winds up by grabbing a banana, an orange or an apple, and hurries back to school. His work is renewed, and in the afternoon he returns home tired and aching, and the poor teacher gets the blame. But this is not all; he goes

to his dinner and now is supplied with a bountiful meal, and ample time in which to eat it. Let us look at his menu: Soup, mostly grease, meat, probably tough, vegetables of various kinds, swimming in butter, and deserts of pies, cakes, puddings or other unwholesome articles. In the vast majority of families this diet is permitted to all school children, irrespective of age.

In connection with the question of improper diet must be considered the indigestible products of the penny bakeries in which school children indulge to such an extent. It is not an infrequent sight to one passing by the ordinary city schoolhouse, either at the morning or noon recess, to see groups of children returning from the neighboring candy shops with hands and mouths filled with the unwholesome wares of such establishments. Should we be surprised if the child complains of indigestion when we permit him to expend his allowance in the purchase of pies, cakes, cheap candy and such articles as are to be found in these shops? Indeed, with many children, old and young, their luncheon consists of such stuff as a nickel or a dime will purchase in these places. Parents are wanting in their duties when they do not insist upon their children taking sufficient luncheon to school with them to sustain them during the day. In some of the schools of eastern cities suitable luncheons have been provided for the school children. This would seem to be a wise provision, since it will afford the child sufficient time in which to eat a suitable meal, and I have been informed that the experiment, particularly in Boston, has been eminently

successful. Hence, it would seem advisable to try the experiment elsewhere, so as to improve the digestion as well as the physique of the child. There should be reciprocal arrangements between a healthy brain and a healthy body, and this can only be gained by careful supervision in the management of the latter.

Again, we find improper hours of study. The child should never be allowed to study immediately after meals. It is a well recognized fact expressed in the trite couplet:

"Early to bed, early to rise,  
Makes a man healthy, wealthy and wise,"

that children under the age of twelve years should not be permitted to sit up until 10 o'clock at night, and yet we frequently see that those who have not yet attained the school age are permitted to sit up long after the proper hour of bedtime. Indeed, in some of the humbler homes the school child sits up until 9 or 10 o'clock preparing his lessons, and under the most unfavorable conditions. The light in most houses, even in those of the well-

to-do, is very poor. Studying under such circumstances is injurious to the eye, and consequently injurious to the rest of the organism. Again, the position assumed is faulty. How many of us can look at our children as they sit around the gaslight, preparing their lessons for the following day, and say that they are sitting in the proper position? I take it that we would find some of them lounging upon the table, or resting the head upon one arm, or with their backs twisted, or sitting upon a high chair with their feet dangling in the air, or perhaps reclining upon a couch in some distant part of the room, with arms at full length, trying to catch sufficient light with which to read the book in their hands. If such scenes are of nightly occurrence, why should we wonder that ailments appear, and why should we attribute such ailments to the fault of the schools, when, in addition to the conditions already referred to, many children are compelled to arise at 6 o'clock in the morning? Under such circumstances neither the mind nor the body secures the proper amount of rest.

## THE FEEDING OF CHILDREN AFTER INFANCY.

BY LEROY M. YALE, M.D., NEW YORK.

### III.

It will be noticed that the additional dietary is yet only meat or its preparations (broth, beef-juice) or egg, in place of some of the proteids, and farinaceous foods: vegetables are not yet introduced, but the question of fruit should be considered. The use of fruit is often considered from one extreme point of view or its opposite. The one,

recognizing the value of the salts in fruit or its efficiency in regulating the bowels, gives the largest liberty as to its use. The other, remembering the indigestibility of much fruit and its colic-producing quality, is inclined to forbid it. But each fruit should be considered by itself. Some are digestible, others not. Some, like the orange, are



little more than juice, others contain a good deal of solid or even tough matter, for an extreme instance, the pineapple. Beyond these differences are those considerations often insisted upon in these columns, that fruit is only to be used raw when thoroughly ripe, sound and, at least for summer fruits, fresh.

By reason of its freedom, when properly prepared, from tough matter, its sweetness and its good keeping qualities after it is ripe, the orange has become usually the first fruit permitted to children. Its juice alone is given at first, and this can in most instances be allowed to a child of fifteen months. But it would better be given either by itself or as a dessert to the dinner rather than with a meal of milk.

In choosing dates, such as fifteen or eighteen months, it is, of course, not intended that sudden changes are to be made at these times, but merely as suggestions as to the average digestive capacity of children at those periods, so that they shall serve as a general guide to a mother in arranging a dietary, care being taken not to enlarge the dietary too rapidly. By the end of

eighteen months the child will probably take the dietary already specified and besides, perhaps, baked apple—thoroughly cleaned of skin and core—or stewed prunes similarly prepared or put through a colander or coarse sieve.

From this time till the end of dentition the changes gradually made include the giving of unstrained porridge with cream or milk, the effects being noted, and such simple desserts at the “dinner” as rice pudding or the rennet custard (called also slip and junkets). Good stale bread with butter also has become a standard part of the diet. The question of the potato may here be considered. It has been traditionally given early to children, unwisely, we believe. Before eighteen months we think it practically inadmissible and, usually, we think it is better deferred till later. When well borne it may be given at the dinner meal, baked if possible, the thoroughly cooked part finely broken up with a fork, slightly salted. It may have cream or the blood gravy which runs from the meat as its sauce. Melted butter is objectionable for various reasons.

## INDIGESTION IN YOUNG CHILDREN.

Dr. E. S. Ferguson, of Cameron, Tex., recently read before the Brazos Valley Medical Association a paper on this subject, the leading features of which may be summarized as follows:

There is, he said, probably no subject in the domain of pediatrics of so much importance as that of indigestion. This is no doubt brought about, in a great many instances, by ignorant and careless mothers or nurses. The

seeds sown in early infancy very often follow the person all through life. Question patients suffering from dyspepsia closely, and you will be surprised to find what a large proportion will date their trouble from childhood.

Whenever the little stomach is unable to perform the work thrown upon it, gastric disturbances will inevitably follow. It may be from weakness in the organ itself, or because the work

thrown upon it has been too great. In the majority of cases the latter will be found to be the cause. Probably the most frequent cause of indigestion in the young is the giving of improper food, or distention by overloading the small organ. If the child has been artificially fed, the food has not been properly prepared, or has not been properly administered. Still, quite often, in children nursed at the breast, disturbances will occur, and the cause nearly always can be traced to mismanagement, either from irregularity or overloading the organ, but sometimes the milk itself will be found unfit for use.

A great many mothers have the habit of taking their babies to the table, and allowing them to eat a little of anything and everything they can find. This is a pernicious habit and breeds a great deal of trouble. Solid food is improperly masticated in the mouth and improperly digested after swallowing, thus passing as an irritant the whole length of the intestinal tract. Starchy foods are allowed infants at times, and we know these must be changed to sugar before being absorbed, and in the child this change will not take place until about the sixth month of life. The undigested starchy food ferments easily and becomes a severe irritant.

Children suffering from rickets, scrofula, tuberculosis, anaemia, etc., are weak, and their stomachs are easily disturbed.

Lack of exercise, improper clothing, and being cooped up in improperly ventilated rooms, are frequent causes of stomach disorders.

As a general thing, gastric indiges-

tion can be easily diagnosed. The suddenness of the onset, the rapid rise of the temperature, the condition of the vomited matter, the depression, the pain and distention over abdomen, etc., usually will not be misleading. Most of the acute diseases, such as scarlet fever, will present special symptoms, and the eruption which we often find accompanying stomach disorders rapidly clears up and is not likely to be mistaken.

If the child is strong and healthy, with proper management the prognosis is usually good, but in weak and puny infants we must admit these attacks too frequently prove fatal.

Usually, when the physician sees the patient, vomiting has been going on for some time, and the stomach has been freed of the offending matter, when the indication is to rest the organ as much as possible. The child should be put to bed, preferably in a darkened room, and disturbed as little as possible. Do not rock the sick infant in a cradle nor toss about on the lap. If the vomiting continues, place some counter-irritant over the belly, and allow a little cracked ice. Generally, if nothing is placed on the stomach for some time, the vomiting stops.

If it is necessary to induce vomiting, a quantity of lukewarm water or a drug emetic may be given.

After this, direct attention to diet and rest to the overtaxed stomach. Milk should be withheld for from one to three days, giving instead albumen water, Koumiss, or whey, in small quantities, for the first twenty-four hours; then you may add raw beef juice, barley water, or beef of some

kind. As soon as the stomach can bear food properly, either place the child at the breast again, if nursing, or resume the artificial feeding with modified milk. In this, great care should be exercised in order to prevent a recurrence. In nursing children, regularity should be strictly enforced, and milk in small quantities allowed for several days. When a prepared food is given, intelligent watchfulness will generally indicate necessary modifications. If

the per cent. of proteid is too great, which will be indicated by colicky pains and constipation, it can be remedied by adding more fat, in the form of cream. Too much sugar will produce, as a general thing, frothy diarrhoea, in which case decrease the amount and add a little lime water. Too much fats may produce diarrhoea, when the amount should be lessened. A little close attention will help us out wonderfully.



## SHOULD CHILDREN BE PAID FOR SERVICES?

The question, Shall we hire our children to work for us, or under any circumstances?—that is to say, pay them money for services rendered—is one which has already been discussed in the columns of *BABYHOOD*. But as none of the answers have suited my own needs so well as a plan which I have tested in my own experience, I am wondering if my ideas may not be a help to other mothers.

Certainly, nothing so quickly destroys the beauty and unselfishness of service in the home life as the demand that each task performed should be rewarded. Yet how eager are our children to possess money that is not only their very own, but the fruit of their own toil! And is not this impulse not only natural but right, one that is at the very foundation of our social life?

One of the brightest memories which

I cherish of my own child life is connected with the earning, saving, and spending of Christmas money. Early in the fall my mother prepared for each of us a small pasteboard box, securely glued together, with a slit in the top just big enough to slip a penny through. How eagerly we seized every offered opportunity to earn money for the Christmas box! How excited we were when the day came for opening our boxes and counting our hoards! How joyously we, under mother's wise direction, spent every penny in presents for brother, sister, mother! It is the memory of these childish experiences that has made me so unwilling to adopt, in my own family the cast-iron rule: "Children must not be allowed to earn money." Instead, I have worked out three rules of my own:

*First:* Children should never be paid



for "being good"—for being unselfish, polite, kind, truthful. They should never be urged to good behavior on a special occasion by the promise of money or anything else. They should never be broken of any habit, as thumb-sucking, nail-biting, untidiness, by bribery. The sooner they learn that right-doing brings its own reward and wrong-doing its own punishment, the better; hence they should be punished for the commission, not paid for the omission or conquest, of a fault.

*Second:* Children should never be paid for performing their ordinary little routine of duties, as brushing their teeth, cleaning their nails, keeping the toys in order, and the numerous other little tasks, varying with age and sex, which every child above two years should be expected to perform.

*Third:* As an opportunity to earn money, special tasks which the mother would not ordinarily ask her child to perform can easily be found. The work assigned should be real, not make-believe help, it should involve sacrifice on

the part of the child, and should be rewarded by a reasonable sum, not too small, and especially not too large.

Last winter my eight-year-old earned money to buy papa a birthday present by taking her three-year-old brother for a half-mile walk every day. This fall mamma was ill, and for a time a nurse was required to care for little brother. But as mamma grew better, Mary was told that if she would do all she could to amuse brother the nurse might be dispensed with, and she could thus earn money for her Christmas shopping. How eagerly the little girl seized this opportunity and how faithfully she helped, often giving up a visit to a little friend or some other childish pleasure, because she was mamma's nurse. And was not Mary really earning her five cents a day, and did she not gain a new appreciation both of the value of money and the joy of giving, when papa took her to the city to spend her earnings in Christmas gifts for her dear ones?

E. B. B.

## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### Diagnosis of Scarlet Fever.

The diagnosis of scarlet fever is not always easy, says "Medical Age," and Lindsay has very well summarized the main points to be borne in mind. These are:

1. Initial vomiting, very constant in children under ten, less so above that age, and rare in measles, German measles and diphtheria.

2. Undue frequency of pulse—say

140 or 150—out of proportion to the other symptoms.

3. The rash beginning on the upper part of the chest, over the clavicles, and about the flexures of the neck, often well marked on the back of the waist.

To discriminate between scarlatina and German measles, Lindsay is in the habit of relying on the following points: In scarlatina there is initial vomiting; a brief but well marked prodromal stage,

with vomiting, chills, headache and sore throat, sometimes going on to ulceration; no early enlargement of the post-cervical glands. In German measles there is no vomiting, no prodromal stage, the rash being often the first symptom and always appearing on the face; little or no constitutional symptoms; no ulceration of the throat; a very characteristic early enlargement of the post-cervical glands.

**Dental Pathology in its Relationship to General Health.**

Dr. Dwight L. Hubbard, of New York, read recently before the New York State Medical Association a paper with this title, having selected the subject, as he said, with the special object in view of directing the attention of the medical profession to a neglected field—a matter which once more proved the truth of the old saw, "What is everybody's business is nobody's business." He showed in a general way how many diseased conditions of the eye, nose and throat are directly dependent upon abnormal states of the mouth, or rather of the teeth, and that pyorrhoea alveolaris, which physicians are prone to ascribe to reflex disturbances of the general system, is very commonly the result of caries of the enamel, acidity of the secretions, or syphilitic or other constitutional infections.

Dr. Rochester referred to two cases of most obstinate headache which had been finally cured through the good services of a competent dentist.

**Safe and Unsafe Cow's Milk.**

Dr. Tucker Wise, of Montreux, Switzerland, who has given special attention to this subject, says: Cow's milk, especially in towns, ought always to be sterilized by heat a short time previous to use. This is better done in a double saucepan, as the flavor of milk is impaired by direct boiling. It is not enough that milk be boiled and then stored in the pantry, cupboard, or dairy, as it can be recontaminated by atmospheric dust. Milk cultivates bacilli readily, and many diseases are conveyed by it—as typhoid and scarlet fever, diarrhoea in children, diphtheria, and tuberculosis to an enormous extent among infants and young children. Still, Dr. Wise thinks that if pure milk can be obtained direct from a healthy cow—that is, an animal free from tuberculous disease—the nutritive value of this fresh unstored milk will be found superior to that of any boiled or preserved milk; as it is a more natural product and will contain organic glandular extracts, which in the case of sterilized milk have been impaired or destroyed by heat.



## OCCUPATIONS AND PASTIMES.

**"Soldiering" in the Nursery.**

At a certain hour every morning our little folks are called into the nursery to drill. We are playing that they are young soldiers and must receive proper training. The nurse girl has been trained as to her duties on this occasion and enjoys the part she plays as instructor. The children are taught to stand properly and to think it quite disgraceful to allow their little bodies to droop into awkward attitudes. They are obliged to walk carrying little weights on their heads, and are criticized if they do not place their feet properly. Our little soldiers are not allowed to stub along, peasant fashion, or to bend their knees too much in walking, and they are quick to notice such defects in one another. They have gained wonderfully in grace since these exercises were begun, and it keeps them interested for at least two hours every day. They really work hard, and when time is called they have a bath, eat a little lunch and go to bed.

They do not often object even to the last-mentioned requirement, for we impress it upon them that it is most important that a soldier should be in the best of health. They understand what exercises tend to develop the different muscles, and the girls are as anxious as the boys to become strong and athletic. We have thought best to say little about the grace and beauty that will result from these exercises, preferring to have them dwell upon the advantages of health and strength; yet we believe that grace should be cultivated in the nursery.

Even if there were nothing of great importance to be gained by this "soldiering," as the children call it, it is still to be recommended as one of the most entertaining of games. In summer the exercises are usually taken out of doors. When taken in the nursery the windows are opened even in the coldest weather, for plenty of fresh air is essential.

CORA MAY WARD.

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**Toys vs. Materials.**

How many there are who have not yet learned that it does not pay to buy expensive toys for children, that money is much better spent when invested in material from which the child can fashion his own toys. There are mothers who spend ten or twenty cents in candy for the children almost every time they go down the street, yet who would consider it sinful extravagance to invest a like amount in gay calico to be cut up and "wasted" by those same little folks.

There are few children who do not enjoy spool-knitting, especially when provided with gay yarns, and such quantities can often be purchased at very low rates at the remnant counters. Instead of candies and expensive toys, invest in bits of bright ribbon, remnants of gay calico, pretty cards, worsteds, spools of thread and a few tools that are fit for actual use. And don't spoil the pleasure of the child by watching over those remnants as if the world would suddenly grow dark if one of them were wasted. Just console yourself with the thought that if the money had been spent in candy there



might be only an indigestion to show for it.

A child is never so happy as when making something, and there are few things he will not undertake if given even a small amount of material. All his store toys are neglected while engaged in his new and important enterprise, and it is quite possible for him

to have enough of these enterprises on hand to make him forget the store toys altogether; then why be troubled with what will please him only for a day? It is cheaper and easier to provide a little material, offer an occasional suggestion, and try to share the child's enthusiasm over the new and at first quite impossible enterprise. E. W.



## HOME TRAINING OF CHILDREN FROM THREE TO SIX YEARS.

BY A WESTERN MOTHER.

### III.

One essential aid, to my mind, in the will training of small folks I do not find mentioned by the child students, and as it is often neglected by the trainers themselves, I make bold to speak of it, and that is—some brothers and sisters. In the miniature republic of a well-stocked nursery the clashing of personalities, the friction of free wills and the obligations of the individuals, are presented in a fashion fitted to the vision of the child. Every side of each character is brought into view, and under the brutal frankness of the child is trimmed and rubbed to smoothness.

Equally important is this aid in mental development. The kindergarten furnishes all the systematic intellectual training necessary. The child's constant "why?" indicates that absorption will answer. Yet pedagogy suggests a few things to the teacher of which the mother may take note. The

child should not be encouraged to store up facts or learn by rote, but should learn to learn; its bent respected, its curiosity utilized—"no hunger, no assimilation"—its observation of and association with things made most of, and finally and all-embracing, its interest, whatever it be and wherever it shows, seized upon and used to clinch salient points. The other day a small boy most unexpectedly asked if he had not been good that day, indicating conscious effort. The mother cast about in her mind for some instance of boyish mischief of which to speak, but the father, with a wiser instinct, answered, "Yes, you are always a pretty good boy, Rob, but you tell stories sometimes." Here was presented to the child, when he wanted to know, his only really serious failing, about which the parents were anxious. This instance, though rather moral than intellectual, shows what an alert parent may accomplish.

To hold the attention of the lively child is the teacher's hardest task. There is a psychological reason for believing that occupation by the hand, in conjunction with brain activity, will accomplish this end. Now, let some teacher evolve a system of instruction by manipulation. It is the young child's natural method. There is also much help both to mind and will in a plan of work suited to the child which serves to concentrate interest and accomplish.

Respect the child's fancy in play and note any constant selection as bearing on character. Especially encourage plays requiring skill or exercise of some particular sense, as blind-fold games, or of judgment or constructive faculties. The virtues of sand piles and mud pies as a pedagogic influence have been recognized, but I find one writer maintaining that association with one's native soil, on these intimate terms, engenders patriotism and love of country through the feelings of association and possession! Allow games with some risks. Hold fast to your sustaining principles as set forth in the discipline of natural consequences, and let the child dare a bump or two. He will know better next time, the personal argument being conclusive. Above all, secure him playmates of his own age, those of his own household by preference. The desire for mates is physiological and not to be suppressed. The sensibilities at this age are most plastic. The training of these, as of the emotional susceptibilities, is less important, except to encourage the desirable phases. Children are so mercurial that the absorbing feeling of one day is forgotten the next in another feeling.

Guided by the temperament of the child, arousing the phlegmatic and calming the excitable, the mother will succeed best who follows the plan outlined for will culture. Grasp the child's point of view, and with its interest as ally, influence its opinion and its feeling. There is an universal tendency to consider these years from three to six as the ones in which to found the religious views of the child. Yet an understanding of the child's limitations is necessary, in conducting such training. He grasps no abstractions, is indifferent to moral instruction, and simply negative to any influence in which his own interest has not been roused. But let whatever is taught the child receive the most careful consideration, to be sure the dominant impression is the right one. The mother who is a child student would no more teach her little one the morbid and comfortless prayer beginning "Now I lay me" than she would put him to bed with "Red Riding Hood" or "Who Killed Cock Robin?" for his last story. Here, again, I think the example of the parents in reverence and seriousness will prove more lasting than any other influence, humanly speaking.

Now, pervading and surrounding all this training, is the one consideration most vital; that is, the health. Bad hygienic conditions may vitiate the mother's utmost efforts. Many a naughty youngster is only an uncomfortable one. We should all hear of the mother, a physician, who always took her children's temperature before spanking them. The child is, first of all, a little animal, and should be a sound little one. Children are not the only ones who display irritability or

weakness of will when ill or distressed. There are certain definite laws of development of the child, especially of the periodic growth of the brain, just beginning to be evident through the careful observation of the child students. When these are understood and the requirements of education at home and school adjusted to them, we may hope for better success. An exact hygienic estimate of the proportions of intellectual, recreative and physical exercise is greatly to be desired, in justice to child, teacher and mother. But let

the mother, first and all the time, be sure her child is well, then aim at ultimate results, disabusing her mind of what relatives and neighbors expect, not confusing the unimportant and daily with the great and eternal things of life, and remembering her work is the work of a lifetime and necessarily slow. Thus will she find her care and patience repaid, even if only with a qualified success, in the greatest work God has given into the hands of his creatures.



## THE CARE OF SICK CHILDREN.

So many able articles have appeared in *BABYHOOD*, written by renowned physicians and those eminently qualified to give advice, that any suggestions from one who is only a mother would seem to be almost presumptuous; however, as each mother has an experience of her own, and as experience is a valuable teacher, it may not be amiss to add my mite to the general fund of information.

Having, as I fully believe, lost my first baby through inexperience, I determined when my next little one came to learn everything I could concerning the care of babies, sick and well, and in watching over my three children now living, nursing has seemed quite a new art. In the first place, I have found that system in attending to the sick, as well as with those in health, is of the first importance. If regularity is observed in the daily habits of children

in health, sickness may often be prevented.

As soon as a child shows symptoms of illness he should be kept quiet, and if there is fever it is usually safer to send for the family physician. The clinical thermometer has been a great help to me, as it is absolutely impossible to determine the degree of fever without one. In cases of throat trouble, or when the illness is even suspected to be of a contagious nature, the little patient should at once be isolated. I have known of houses built with a sick-room, conveniently situated and kept always ready for use; but as this is not often practicable, any sufficiently large room where the patient can be isolated and kept quiet, will do. The proper heating and ventilating of sick chambers is so important that it would seem as if no one would need instruction on this point, and yet it is often



neglected. It is very convenient to have the sick-room communicating with another chamber, for then it is a safe and easy matter to ventilate by first airing the outer room and then, after closing the window, admitting the air to the inner room. But when this cannot be, the sick-room may usually be well-aired and the patient protected by means of screens around the bed and extra bed covering. There may be cases where it would not be safe to ventilate, except under the direction of a physician or professional nurse, as in pneumonia or other diseases of the respiratory organs. A thermometer should always be kept hanging in the room, and in a place near the little sufferer, so as to show the temperature which *he* feels. A good place to hang it is the headboard of the bedstead.

When the doctor has been called and treatment prescribed, it is of such great importance that his orders be faithfully carried out that I have found it a good plan to write down the directions on a slip of paper and pin it over the stand where medicine bottles, thermometer, etc., are kept. A physician once suggested to me to prepare a sort of table where a complete record of the hours of giving medicine, taking nourishment and of other incidents of the illness may be kept and referred to each day. The past often helps the present. Such a table should contain columns for the date, hours and half hours, temperature, medicine, food, sleep, bodily functions, and any other observations which the physician considers important. Of course in fever cases a fever chart should be kept, but in ordinary sickness the little table is good enough.

The giving of medicine is sometimes very difficult. I am sure, however, that it is never well to induce the patient to take it by telling him it is not unpleasant. This may succeed once, but will not be likely to the second time. I have never yet forced a child to take medicine, though this might be necessary in extreme cases where every second was of vital importance; but I have a few times offered some slight reward. However, my children have seldom refused medicine when quietly reasoned with. In giving nourishment it is well to bring it to the bedside and offer it as a matter of course, not to be questioned. Often, if it is spoken of beforehand, the patient will feel a distaste for it and refuse to take it when it comes. All nourishment should be kept in a cool, fresh place, and only be brought to the room when needed; especially is this true of milk. But all food becomes unwholesome and unpalatable after standing in a close room. A window with a shelf outside is very convenient in cool weather and saves many steps. The nursery refrigerator is useful, but should itself be kept where the air is perfectly fresh and pure. The little table where the sick-room appliances stand should be kept scrupulously clean, and nothing allowed to stand on it that is not needed. All waste water should be removed from the room immediately, as should all other impurities. Neatness in every detail is very important. A cotton gown is best for the sick chamber, as it can be easily washed. Slippers or soft shoes are absolutely indispensable to the rest and comfort of the little sufferer.

When a light is required in the room

at night, let it be so shaded as never to allow the direct rays to fall on the eyes of the patient. The eyes, like the other parts of the body, are usually weak in sickness and may be permanently injured by exposure at that time; yet I have seen great neglect of this precaution.

The bathing of sick children in the proper manner is very important, especially in fevers, but it should be done with the greatest care, and for that reason it is safer to do it under the direction of the physician in all serious illnesses. Perfect quiet is so great a help in restoring the sick to health that all confusion and discussion should be avoided in the presence of sick children. Grown people are prone to think that very young children have no nerves, and that because they make no comment they are not observing. But children are far more sensitive than many suppose, and are very quick to notice and to detect shades of meaning, so that even quiet conversation is often very disturbing. Especially conversation concerning the patient should never be carried on in the room, and all anxiety should be suppressed in his presence. I have seen a sick baby start with fear every time the door was opened, and an expression of pain come over his face when any one spoke, even in a moderate tone. For this reason I think that when it is possible for two

persons to take the entire care of the patient it is better, one only being in the room at a time, and the one not needed should always avail herself of her time for rest. In this way the strength of the nurses may be husbanded and the sick one the sooner brought back to health.

With convalescence comes a time of great joy to all, but it is then that the precautions must be redoubled, if possible. Feeling that the danger is past, it is so easy to relax one's efforts, but this must not be done too soon. At this time, too, it is necessary to restrain the little patient when the appetite first returns and he feels capable of exerting himself somewhat. The greatest care must then be used both as regards the diet and exercise of the patient. But when convalescence is assured, come hours that are delightful both to mother and child—when the mother is allowed to bring dainty little dishes that have been so long denied, and when the little one may be propped up in bed with an invalid table in front of him to contain the toys and picture books which appear again as old friends. Then long stories may be safely listened to once more and countless little diversions indulged in. Then comes to the mother's glad heart a sweet feeling of rest and thankfulness, small cares fade away, and life takes on a deeper meaning.

E. B. L.





## WAYS OUT OF THE DILEMMA.

## IV.

I have read with much interest the article entitled "A Dilemma" in the November number of *BABYHOOD*. The question is likely to arouse as much controversy as the story of "John, Senior, and John, Junior," which I remember hearing discussed by my elders when I myself was a child. As the writer of "A Dilemma" is evidently in doubt as to the wisest course to be pursued, and, in fact, asks a direct question, perhaps I may be permitted to offer some suggestions. I do so in all humbleness, for I have the greatest respect for the wisdom of grandmothers; but I have been making a study of kindergarten principles, and two things suggest themselves to me in this connection.

The first is that between little Rollins's misdemeanor and his punishment there seems to be no natural relation, no logical sequence. Rollins is very logical himself, and probably sees no reason whatever in his going to bed hungry because he slapped his sister. Rollins is very affectionate and really loves the little sister. How would it have been, then, had he been told quietly and firmly: "You have been unkind to the baby and hurt her. You may not see her again until you promise to treat her well?" Perhaps it would take but a few hours of separation, perhaps even a few days, but I am quite sure the punishment would have a lasting effect.

Apparently little Rollins was not animated by a cruel motive in striking the baby, but merely by a logical desire to punish her as he himself had

been punished. This brings us to the much debated ground of corporal punishment. The pros and cons of this subject are too well known to need repetition. From the short account of Rollins, I should judge he was a child upon whom striking would have the worst possible effect. He is so affectionate and loving, surely he can be managed without it.

One other point: The words "good" and "naughty" seem to have been used a great deal as applied to Rollins's actions. I sometimes wish these two words could be eliminated from the language. To my mind there is nothing so demoralizing to a child as to be alternately styled a "bad boy" and a "good boy." The antithesis is sharply drawn; he is praised and petted when he is "good," denounced and punished when he is "bad." Sometimes, I venture to say, he himself does not know which is which. In my experience, the very quickest way to rouse a child to anger and wilfulness is to call him "a naughty boy." As naughtiness is evidently expected of him, he will not disappoint you, and he doesn't.

I have tried in my nursery always to presuppose that my little boy (now three years old) is going to do right, *i. e.*, what mother wishes for; as yet he knows no higher law. Any divergence is met with amazement on the part of his nurse and myself. We are sure that he could not have meant to do wrong, and we know it will never happen again. I often pass over brief acts of obedience which I know are committed purely from fun or mischief or



a desire to create an excitement; but if I think he really means to be disobedient or disagreeable my surprise is great. He knows well what I expect of him, however, and it is rare indeed that I have to resort to more severe punishment. We all know how it stimulates us to be with those who expect a good deal of us, and it is the same thing with little children.

My heart goes out to little Rollins, lying supperless and wakeful in his crib, wondering why things are so; and I fear that he has been greatly misunderstood. Such an affectionate, loving little heart should be very easily led. I lay great stress on motives, and his motive in striking his sister was, to his mind, a just one. He did not do it from malice or unkindness, and therefore he was not cruel, and he was naughty only in disobeying his parents. When he fully understands that his act deprives him of seeing the baby, and when he himself is punished by gentler means than being struck, I think he will be perfectly amenable. M. A.

*Chicago, Ill.*

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## VI.

In answer to "A Dilemma," printed in your November number, may I say that from this distance the problem does not seem so very difficult?

The parents, I think, excited by their fear for the baby's safety, were rather hasty in their punishment, and would have done better to defer it until the next day; but the child, who labored under a misunderstanding, and refused to promise anything in which his reason could not concur, showed only an upright and veracious mind. He ap-

pears to have been reasoning in this manner: "When I cry and am not sick I am punished, but when little sister cries and is not sick she is not punished, therefore, either my parents love her better, which is not true, or they are not doing their duty by her. They are not doing their duty by her, and so I shall punish her myself." He thinks, it seems, that it is his sense of justice which makes him wish to punish her; but it seems to me that the feelings of the affectionate little fellow have been most aroused by the suggestion that perhaps his parents do not love him so much as they do that little sister. It is this, at the bottom, which makes it seem so necessary to him that justice should be done.

Herbert Spencer reasons that the most effective and suitable punishments are those which resemble the natural consequences; that is, if a child is told not to put his finger on the stove and persists, the slight burn he may get by his naughtiness is the most effective punishment he can have. The most natural thing to do in this case, it seems to me, would be to keep the little fellow persistently away from his little sister, as if he were dangerous to her. Otherwise, without mentioning the subject, the parents should soothe the injured feelings by every loving attention they can devise, and then, when harmony of feeling has been re-established, some one might tell a story about the injury which comes to young babies from rough handling, something to impress upon him their great delicacy. This should not be told to him, but in his presence. Another story might be told about some other child, to illustrate how wrong it is for anybody to

punish except parents, or somebody they authorize, and what mistakes such a bad person might make.

As for his refusing to promise what

he could not feel, nothing should be done, because if that strong will should be overcome by force it certainly would be injured. A. G. C.

## THE BOOKS THAT CHILDREN ENJOY.

BY KATE M. CONE.

### III.

Of the fitness of Scott for family reading, there is the testimony of the generation which heard him when he was as new as the modern romance writers are to us. Colonel Higginson tells us that his mother read aloud to her family the whole of the *Waverleys*. Not to dwell on Scott's literary superiority, he is more suitable for children than Anthony Hope and Stanley Weyman because of the smaller space and importance given to love and marriage in his books.

Of all forms of self-consciousness that which concerns the relation of the sexes is the least tolerable for children. Because sex-love is the theme of novels and the main motive of present-day romances, they are in so far non-juveniles. In the human comedy of Scott, love is an incident subordinate to springs of action comprehensible to all ages. Stevenson alone among modern romancers has, like Scott, given women a minor or, one might say, non-sexual part. As compared with modern stories of adventure for boys, Scott seems to me at least as easy to read as the Henty books. Whether boys can be persuaded to read him as they read Henty is another question. As a meeting-place for a young mind and a mature one, he offers unrivalled attractions.

Of all forms of literature of universal attraction, poetry is the richest. To love it with a child is for many persons to arrive for the first time at its full beauty. The frequent repetition, the careful explanations, and the resemblance between a child's mind and a poet's, combine to bring out meanings and charms previously undiscovered. One may sing Wordsworth's "Daffodils" or Shelley's "Skylark" to a baby, and the growth of the child's enjoyment from sound to sense will be a wonder only matched by the unfading and exhaustless beauty of the lines themselves. There is no commentator of Wordsworth like a child. My own observation of the effect of his descriptive poems upon children is that there is a directness, a simplicity, a feeling alike with nature and with childhood in them which appeal directly to the child-mind. The subject of Wordsworth's fitness for the young has been admirably treated by Mrs. St. John in her book of selections from the poet published by Lothrop.

It goes without saying that love poetry is not suited for children, nor poems of meditation, nor long and diffuse descriptions. For example, in "The Lady of the Lake," the first episode of the stag's escape from the hunters is eminently acceptable to a juven-

the audience, the second canto drags, in the third, reader and young listeners stick fast, but turn to the fight between Fitz-James and Roderick Dhu and all is excitement again.

Longfellow's "Birds of Killingworth" is full of interest for children in its main motive, but the unnecessary presence of the parson, the lover and the lady spoils it.

Southey's "Inchcape Rock" illustrates many of the qualities in poetry which children like. I read it for the first time to a seven-year-old and asked him how he liked it. It's all right," he said briskly, "only I wish there was more of it. Read it again."

"The Battle of Blenheim" is another deservedly popular poem of Southey's.

Nothing which Tennyson has written strikes home to a child as does "The Charge of the Light Brigade," so clear to see is it, so plain to hear, so soul-stirring and inspiring. Not far behind it comes "The Ballad of the Re-

venge." The Yorkshire ballad of "Old Ro'a" is a fine dramatic story whose elements—a boy, a dog and a fire—appeal to youth. The music of "The Brook" and the lyrics in the "Princess" is always acceptable. "Enoch Arden" is worth trying with young people, but "The Princess" itself and the "Idyls of the King" are not for children.

Browning wrote two fine poems for children—"How They Brought the Good News from Ghent to Aix" and "The Pied Piper of Hamelin." Kate Greenaway has charmingly illustrated the latter.

Of collections of poems for children, among the best are Whittier's "Child-Life" and Coventry Patmore's "Children's Garland." Agnes Repplier's "Book of Famous Verse" is excellent. Henley's "Lyra Heroica" is, as its title indicates, full of poems of heroism and peril. Andrew Lang's "Blue Poetry Book" abounds, like his fairy books, in horrors.

## BABY ATHLETICS.

### III.

At two years a puppy about his size and weighing at the same notch was his constant companion. When bounding up in play, the dog was quite capable of knocking the child down, but mind proved triumphant over matter and always held the mastery without assistance, excepting, at times, a stick in hand. The grit and trained dexterity brought out in these gambols with pets help to develop the instinct of self-preservation and are worth a great deal

in athletics. An older brother takes also some credit for his share in baby training.

During Normal's third year the two boys race through a swinging door, the younger close upon the heels of the elder brother, while the mother, just out of reach, holds her breath. Quick as thought, up go the little hands of the imperiled hindmost; with all the impetus of the chase, the force is enough to reverse the swing of the door



as it is flying to with strong springs, and on he goes losing no time in the race.

The homé is a sort of run-wild terrace, where much racing and shouting in open air have supplemented baby athletics. The kindergarten, with its special training in lightness of foot and nimbleness of fingers, has had much to do also with the later achievements of our hero, which will not furnish records for this paper, since its purpose is simply to show the value of vigorous, natural exercise for promoting health and happiness in infancy.

When Normal goes to college he will not make his major athletics, for he is carrying through his growing years an all-round symmetrical development. Now, in his ninth year, he is quite a model in physique; he habitually skips with a floating, rhythmic motion, and whether at rest or in motion, he has that *abandon* which is not the result of studied achievement.

The questions will arise, how far is it best to let an infant run risks, and also how far is it needful to instil fear as a safeguard? There are babies that have

been killed in falling out of bed, children have broken limbs in rolling off a couch and incurred spinal trouble by jumping over a fence. We have had these very things to haunt us in our family records, and all the defense we have to offer for our practices is the theory of like curing like or finding the remedy in the disease. If children are injured by a little exercise, give them more exercise. That is to say, with no attempt at scientific accuracy, for children who are liable to easy injury by reason of tendencies to weakness in the bones or joints, the very vigor and increased vitality that exercise gives is a tonic for the weakness. The elasticity and resisting power that comes through very early attention to physical culture can be best illustrated by some observations on the treatment of a weakling.

The account of "Abnormal," a delicate baby who was kept alive and reared a healthy child through a system of nursery athletics, will make another chapter.

HANNA OTIS BRUN.

*Stanford University, California.*

## NURSERY PROBLEMS

### A Case of Tape-Worm in a Four-Year-Old.

To the Editor of BABYHOOD:

We have had BABYHOOD in our home for several years and have always been greatly pleased with it. Now I wish to ask for advice, as I am very much troubled over a case of "tape-worm." Our little girl has been troubled with this for nearly two years. We have given repeated treatments of fern, pomegranate and pumpkin seed. Our physician does not suggest any other remedy. Can you tell us of something that will help us in any way? Are there specialists in this line; if so, will you kindly name them?

Please give me all the information concerning "tape-worm" that you can; the best remedy, how to apply it, etc., etc.

A SOUTHERN READER.

We may say in starting that we know of no "specialists" in this line among reputable physicians. Some have studied the parasites of the human body with great care, as a matter of science, but they have promptly put their knowledge at the disposal of the profession.

Three tape-worms are well-known as living in the human intestines. Of these the broad tape-worm is rare in this country, and practically is found only in immigrants from certain parts of Europe. The other two, called the beef tape-worm and the pork tape-worm (from their ordinary source in human food), are not uncommon, the beef tape-worm being the most frequent of all. The life history of one of these creatures is, in a few words, this: The excrement of a person suffering from tape-worm is carelessly put upon fields, or in some place where cattle or hogs may swallow the embryos of the worm contained in the discharges. After reaching the digestive tract of the animal the development of the embryos begin, and they travel through the tissues until they make a lodgment, most commonly in the flesh or liver, both used for human food. The flesh so infected is popularly called "measly." If the meat were thoroughly cooked these partially developed worms would die; but much meat is eaten raw (bologna sausages, etc.), or imperfectly cooked. The larva is set free in the digestive organs of the person eating the meat and begins to grow. The differences in the appearances and development of the two species are too slight to interest the non-professional reader. In fact, until quite a recent period the two were considered as one. There is one difference, however, worth mentioning: The tape-worm from beef is usually solitary, that from pork quite often is found several in one person. This fact, not generally insisted on, may, we think, sometimes explain the supposed failure of treatment—that is to say,

only one worm of several has been killed, and vigilance relaxed prematurely. Probably only an expert could decide from small parts of the worm to which species it belonged. The segments of the pork worm, however, are usually thinner and less opaque than those of the beef worm. The segments of the latter are more likely to creep out of the bowels than are those of the pork worm.

The three remedies you have tried are all excellent, and usually effective. Beside them, kousso and oil of turpentine should be mentioned. The latter is one of the most certain. Whatever remedy is selected, its use must be preceded by several days of fasting or as scant a diet as can be borne. Neglect of this preliminary often is the cause of failure. The dose of the medicine selected and the preparation must be determined by the physician to suit the peculiarities of the patient, as most of the efficient drugs have some drawbacks which must be guarded against. It is nearly always necessary to follow the administration of the special remedy by a purge. Last of all, it is necessary to remember that success may be gained after many failures by perseverance.

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#### Unusual Diet for a Nine-Months-Old.

*To the Editor of BABYHOOD:*

My boy is nearly nine months old and has two teeth, with indications of others coming soon. I have recently weaned him. His diet is scraped raw apple early in the morning; oatmeal, sweetened, at breakfast, about eight o'clock; top milk at 11:45 A. M., and also at 3:00 P. M., with a teaspoon of olive oil added. His bed-time is five o'clock, and at that hour he often refuses milk, but drinks water, which he takes during the day most greedily.

Not long since I called the doctor, as I dis-

covered that he was completely covered with spots, which the physician said indicated indigestion. The diet met with his approval, and the stimulant he prescribed has removed the rash. But now the movements come with difficulty, causing bleeding in the rectum. The food seems to be digested. He cries at the time of movements, otherwise he is perfectly happy, and seldom even whimpers.

A neighbor recommends molasses on his oatmeal. While I sweetened his cream, the movements came easily, but the doctor disapproved of sugar. Is molasses and molasses candy a good remedy for constipation?

A. H. J.

The child in question is not yet nine months old and is recently weaned. He has two teeth (probably incisors) and more coming. He has had indigestion and hard stools, passed with pain and some bleeding. His diet is scraped raw apple early in the morning, sweetened oatmeal at 8 A. M., top milk (no dilution mentioned) at 11.45 A. M., the same with olive oil added at 3 P. M.; sometimes milk at 5 P. M. The questions asked are specific, but we think some general remarks more to the point. To begin with, the dietary is very unusual. While exceptions occur, it is true, as a rule, that before chewing teeth come solids, *i. e.*, articles of food requiring chewing, cannot be digested. Farther, the raw apple is rarely digested before eighteen

months, and oatmeal (meaning porridge, not gruel) is not usually manageable much earlier. We think that a child of nine months is much more likely to do well if its diet is suited to its digestive power. If laxatives are needed more digestible ones should be chosen. Thus a baked sweet apple without sugar, the core and skin being thoroughly removed, is as efficient and safer than the raw apple. Oatmeal gruel, which the child may digest, is better than porridge, which it probably cannot digest. As to sweets, we think that they are likely to do more harm than their laxative value can correct. Fatty foods are usually more laxative than sweets. Hence an increased amount of cream in a milk mixture increases its laxative tendency.

A quart of good food for a child of nine months can be thus made: Of good milk ten ounces (*i. e.*, a half pint and four tablespoonfuls), good cream from milk which has stood in the ice at least six hours, twelve tablespoonfuls, water a pint. Sweeten this with white sugar about four level tablespoonfuls. If this be not sufficiently laxative the amount of cream can be increased until the desired effect is gained.

## THE MOTHERS' PARLIAMENT.

**What My Baby Did For Me.** "My baby is the nicest thing I ever had," said one young mother gayly. For those happy mothers who know very well how immense is their debt to their little ones, this paper will have little that is helpful. If only it might be read by a few of the young women who are deterred

from marriage by a natural dread of the cares of maternity, or who enter their new homes with an unfortunate resolution to know nothing of the happiest fruit and noblest justification of the married state!

To begin with the prose part of my story. My health was greatly improved after the birth of my child. With con-



valescence, a serious difficulty, which had been the source of considerable anxiety and suffering, was gradually remedied by one of nature's own gentle processes. As the trouble was not of an hereditary nature there was no reason to think I had purchased my own immunity at my child's expense.

Then the ecstasy of first motherhood! All at once a great mystery was solved for me in part. That human life should have to be bought with agony had seemed so unnecessarily cruel. But when I saw my baby's face it all at once seemed only fair, in a world where everything has its price, that one should enter into so supreme a joy through the gateway of pain. This new experience, too, revealed to me in a wonderful way other women's hearts. I remember how women whom I had classed as cold and worldly came to me with their congratulations, and a new light shone in the familiar faces as they recalled the days when they, too, had toasted tiny pink toes before the open fire.

A large-hearted neighbor whom I had long admired for her successful motherhood, but with whom I had never succeeded in passing conventional bounds, had now something new in her manner toward me. I thought I understood why she had previously kept me in the outer circle. Because my child had not come to me until after several years of married life she had perhaps classed me with the women in whom the instinct of motherhood, which implies the capacity of self-renunciation, is lacking. With this key, too, one may unlock the heart even of strangers! I like to think that I have sometimes been enabled to make some

helpful suggestion to women of the less fortunate classes, never meeting any repulse. Often have I recommended *BABYHOOD* to a neighbor on the street cars who seemed to me in need of its help.

I cannot omit the aesthetic delight which my own and other children have given me of late years. Other women may feel it all as keenly without the experience of motherhood. But my eyes were wonderfully opened, by the sense of possession, to the charm of rosy flesh, dimpled baby hands, soft locks curling under the warmth and moisture of the bath, the unconscious grace and sweet awkwardness of babyhood. In some degree the same development has come to me which I had wondered at in other mothers. One learns to be executive, prompt, fertile in devices, when imperious Baby loudly clamors for satisfaction. A certain deftness comes with handling tender little helpless bodies and attending to the refinements of Baby's toilet. A poor verbal memory has been wonderfully strengthened by the need of having many a song and poem at command (I am proud of knowing nearly all of Mother Goose by heart!). Bits of history and mythological lore must be revived for bedtime stories. And one must keep some hold on science and metaphysics to meet the far-reaching questions of children with at least humility and an intelligence that is conscious of its own limitations.

I am especially glad to have come into my kingdom at a time when the new science of child study adds dignity and interest to a mother's daily routine.

When I sent to an old friend a photograph of my baby's little face pressed

against my own, she wrote, "I have never had a picture of you I felt satisfied with until this." Ah! the fault had not been with the photographers, but in the face, which had lacked something that motherhood had put into it. The deepest regret of my life is that I am still only struggling for the patience and wisdom I need. But keep on, wise baby teachers, until your work is done. "A little child shall lead them."—*Julia L. Munger, Chicago.*

Of course you  
 Concerning Confi-  
 dence. will never win con-  
 fidence by indiffer-  
 ence, but you will miss it equally by

insistence. Establish a perfect understanding between yourself and your child. Let him know you are always ready to hear without demanding it. Convince him of your sympathy, but also of your trust.

If a time comes when you suspect some concealment or he seems secretive, do not be too quick to constrain a confidence. Perhaps he is planning for mother some surprise from which your suspicion will take the grace. Perhaps he has had some experience of which he cannot speak, for shyness or shame or pain. In nine cases out of ten the need to talk it out will loosen his tongue sooner or later. Wait for the

## MELLIN'S FOOD

and fresh milk makes a combination that is like mother's milk. There is no insoluble, indigestible or inert portion to make it look nutritious but it is all digestible and easily so; each portion does its part towards nourishing and building up the infant system. The result is good health, increasing weight, bright eyes and pink cheeks, firm flesh and sound limbs, happy days and sound sleep at night.

My baby has never been quite well until he had

## MELLIN'S FOOD

It agrees wonderfully with him, he is now three months old and weighs 15½ lbs. I nurse him and when that is not enough, I give him the Mellin's Food. I give him some anyway because there seems to be something lacking in the breast milk, which the food supplies.

MRS. L. M. CLEVELAND,  
 Cylinder, Iowa.

Write to us (a postal will do) and we will send you a sample of Mellin's Food free of expense.

MELLIN'S FOOD COMPANY, BOSTON, MASS.



heart's natural unfolding. If that does not come, and if you know he is usually frank and you usually can rely on him, is it not fair to respect his occasional reticence? Every soul has its own reserves. No one can gauge the sacredness or importance of another's experience; nor should one belittle the great things of a child's life.

When you have taught your child never to do anything nor to listen to anything he cannot tell mother, then

don't fly to pieces at a confession. Don't make him afraid to admit mistakes; for the right word from you may prevent repetition and the wrong word may make him defiant in foolishness. A boy, especially, rebels against apparent leading strings. He may kiss his sister in a dark corner of the hall and slip into mother's lap at dusk to talk the day over; but to command or punish or pet him in public humiliates his manliness.—*M., Louisville, Ky.*

# THE 'Allenburys' Foods.

**A Succession of Foods which affords nourishment suited to the changing digestive powers from birth upwards.**

The (London) **Lancet** writes:—

"Mere dilution of cow's milk cannot afford a perfect substitute for the milk of the mother. The satisfactory solution of the problem can only be attempted when the difference in the amounts of constituents in cow's and human milk are first taken into account, and then by adopting a process which, it is calculated, will remove these differences, or, at any rate, reduce them to insignificant proportions. Not only does it seem to us that this is exactly what Messrs. ALLEN & HANBURYS have succeeded in doing, but what makes the product still more valuable and convenient is that it is in the

form of dry powder and is sterilized. Not less satisfactory is the taste of these preparations, which is agreeably sweet and malty. We regard the introduction of both Foods as a progressive step in infant dietaries of considerable importance and value."

The **Medical Press and Circular** writes:—

"We have no hesitation in recommending these Foods as being in every respect admirably adapted for their purpose. They are physiologically complete Foods, needing only the addition of hot water to make them ready for use."

## The "Allenburys" Milk Food, No. 1.

Specially adapted to the  
**FIRST** three months of life.

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## SCURVY IN INFANTS.

BY A. K. BOND, M.D.,

*Clinical Professor of the Diseases of Children, Baltimore Medical College.*

### I.

That continual increase in the list of diseases which accompanies modern advance in medical science is considered by a certain portion of the public as an impertinence on the part of medical men. These persons, half humorously, perhaps, appear to view the scientific worker in medicine as a manufacturer of new diseases (a dreadful occupation, surely, as there were enough of them before), or at least to fear that disease must be terribly on the increase in the world.

On the contrary, while ailments hitherto overlooked, or confused together, are being distinguished one from another, their peculiarities carefully studied, and special names given to varieties which appear to have definite individuality, and so the number of names of disorders is receiving continual additions; at the same time, numbers of diseases which were formerly thought to have nothing to do with one another are being grouped together under a single tribal name. One reason for the recent increase in the number of infants' diseases is that many familiar ailments of adults were until lately supposed to be unknown

in infancy. Among these were typhoid and yellow fever. It is now agreed that these diseases are quite frequent in infancy, but that at this tender age their symptoms are so slightly developed as to be ascribed to other and simpler diarrhoeal affections. In regard to yellow fever, for instance, it is at present admitted that the freedom from (immunity to) yellow fever possessed by nearly all adults native to the countries where it usually prevails is due in large measure to the fact that they have had the disease in infancy, when its symptoms were so mild that it passed for a simple gastric inflammation or malarial disorder.

### SCURVY IN ADULTS.

Scurvy is another disease which was until recently supposed to affect only adults and older children. Now it is ascertained to be a very important ailment of infants—all the more so, because it is in them mistaken for other diseases, and consequently not brought to the physician's attention, or, even if referred to him, is in its more obscure forms so ill-marked that it is not rec-

ognized by him unless he has kept himself particularly well informed concerning the most recent advances of pediatrics.

In olden times, when commerce was carried on in sailing vessels, and when voyages lasted many months before the port of destination, with its fresh supplies, was reached, scurvy was a terrible scourge to the sailor. At the present day voyages are usually less prolonged, and by carrying with them wholesome vegetables and fruits (fresh or well canned), with fresh meats and simple remedies, sea-folk have rendered scurvy extremely infrequent. Occasionally it develops in neglected jails or almshouses, where the food is lacking in freshness.

#### ITS DISCOVERY AMONG INFANTS.

But, just at this time, when scurvy has ceased to be of special interest as a disease of adults, and when it was so rare among them that many practitioners were wholly lacking in experience with it, the discovery was made that it is by no means an infrequent disorder among infants. Its detection in these little ones is so important, and its treatment usually so simple, that every mother ought to know what its symptoms are. Recognizing them at their first appearance, she will not ascribe them to trivial causes, and so put off calling the family physician until serious injury to health has occurred. Moreover, it is likely, as I will presently show, that an important, though simple, modification will, in consequence of our researches concerning infantile scurvy, be introduced in all cases of bottle feeding.

Infantile scurvy is a disorder of the

general health affecting artificially fed infants. It is characterized by a group of symptoms which, if all present in full intensity, make diagnosis extremely simple. If, however, as is the case in most instances, the more striking symptoms are but slightly developed, many of them being wholly absent, mistakes as to the nature of the trouble are very apt to occur.

Among the symptoms are: A decided paleness or muddiness of the whole skin of the body, with loss of strength; disinclination or inability to use one or both lower limbs; swelling of the lower limbs—not a dropsy, but a thickening of the deep tissues of the limb; exquisite sensitiveness of the lower limbs to movement, so that the child screams when they are handled or when he thinks anyone is coming to move them (occasionally the upper limbs may be affected); bluish stains, like fresh bruises, on the lower limbs, or on other parts of the skin, and a blueness of the gums, with tendency to bleeding if the teeth are out or cutting; occasional bloody discharge from bowels or other mucous cavities.

#### A TYPICAL CASE.

The following typical case of infantile scurvy, one of the first recorded in the United States, was observed by Dr. Northrup about ten years ago. The patient was a boy, thirteen months of age. He had been nursed by his mother for three months, then fed four months on cow's milk; then for a time on two of the best of our manufactured foods, and finally, for six weeks, on an exclusive diet of prepared barley. For several weeks before he came under Dr. Northrup's care, he

had been unexplainably fretful and cross; for the two last weeks he had been irritable when handled, apparently on account of the pain that even gentle movements caused him. He liked to lie perfectly quiet for as long periods as possible, and resented any attempt to improve his position. Twice there had been small flecks of blood on his lips, but this was supposed to have come from some roughness of the rubber nipple. About twenty-four hours before the doctor's visit a swelling had been observed above and at the right knee, and then it was remembered that he had not moved this limb naturally for several days past.

On examination, Dr. Northrup found him to be pale and anaemic. Only four teeth had appeared, and the gums adjacent to these were dark red, swollen, and bleeding easily on press-

ure. The infant lay with legs drawn up, and uttered cries of pain whenever his body, (more especially the legs or hips) was moved or pressed upon. The affected thigh was considerably swollen and exquisitely sensitive to pressure. There were no large blue spots over the skin (as in many cases of scurvy), but two small, dark stains were observed on the legs.

The patient was put on the upper, creamy half of fresh milk that had stood a few hours, on beef juice and on the juice of oranges. In two days the gums were better. The soreness of the body quickly diminished, and in less than three weeks the child was well.

The importance of an early recognition of infantile scurvy and the treatment of this disease will be discussed in the next issue of *BABYHOOD*.

## SOME OF THE CAUSES OF SO-CALLED SCHOOL DISEASES FOUND IN THE HOME.

BY SAMUEL S. ADAMS, M.D., WASHINGTON, D. C.

### II.

Lack of exercise is another important factor in the development of school diseases for which the cause must be sought in the home. By this I mean lack of systematic exercise. A certain part of the day should be set apart by the parents for rest and recreation, and this rule should be rigidly enforced. Some parents think that the requisite amount of exercise is gained at the dancing class. Such training has its advantages, but much danger lies in the abuse. No child can be ex-

pected to maintain that standard of health which is so necessary to good mental results if permitted to attend dancing parties which stimulate nerve power and entail loss of rest. Let me also protest against that pernicious indulgence, theatre-going at night, from which like results must be expected.

It is true that the modern schools are so managed that the child has sufficient time for exercise in the open air, but it is nevertheless also true that the parents disregard the injunction



of the teacher, and will not see to it that the child takes the requisite amount of exercise. There is that feeling of "not-to-be-outdone," and the wounded pride excited in many children by standing lower in the classes than others, that induces them to omit exercise and rest in order to succeed. The spirit of emulation usually occurs at a critical period of life, between twelve and sixteen years of age, when children should be carefully guarded, when physiological changes of utmost importance to the stability of the constitution are taking place, and when it is important that the physique of the child should be watched. Some of the diseases produced by the disregard of rules for proper exercise are dyspepsia, constipation, debility of the muscular system, anemia, chlorosis, chorea, depression of spirits, amounting to a mild form of melancholia, impairment of the memory, confusion of judgment, and inability to think clearly. The last three of these symptoms are found in the beginning of more serious forms of mental diseases in the adult. These conditions are not hypothetical, but go to form that deplorable state known as neurasthenia or nerve impoverishment.

One of the most frequent diseases attributed to the schools is the ordinary head cold. This is believed to be caused by the child's taking cold in an improperly heated and ventilated school-room. In some instances this may be true, but it is far more frequent to find that the cause of the cold is in the home. This suggests the important subject of proper clothing for children, a field in which there is ample

room for reform. I hesitate to particularize, lest I become the object of maternal indignation for thus rashly invading the peculiar province of feminine talent. Realizing this risk, I must nevertheless remonstrate against the lack of uniformity in dress. In order to avoid the injurious effects of change of temperature, the child should wear, throughout the season, clothing uniform in texture and weight. As an evidence that this rule is violated, we have only to observe the school girl in her Sunday attire. The woollen dress is discarded for one of China silk; the stockings must be of finer texture for that day; the common-sense foot-gear must be replaced by patent leathers, and the long, warm school coat is cast aside for the stylish reefer.

It is generally admitted that the secretion from the nasal passage of one suffering from an ordinary cold is laden with organisms capable of reproducing the same disease in others. The question is frequently asked of the physician, "Why is it that when one of our children catches cold every other has it in succession, and we probably ourselves?" This transmission of the micro-organism from one member of a family to the others is not to be wondered at when we see that sometimes the same handkerchief is used for several children.

A great deal of alarm is occasionally caused by the spread of contagious disease in the schools. While I believe that the schools aid considerably in the spread of the disease, I also believe that, in the majority of instances, the fault is that of the parents. This fault is largely due to

an unwillingness on the part of parents to admit that there is a contagious disease in the family, because the other children would have to be kept from school. So long as such practice exists, we must expect that disease will spread. The parents should be taught that, although the admission of contagion in their family would entail a certain amount of personal hardship, still the greatest good to the greatest number demands that they should not conceal such diseases, or at least that they should keep their children away from the uninfected but susceptible, until sufficient time has elapsed to show that they have not contracted the disease.

Many of the preventable diseases could be kept out of the school-room by the inauguration of the practice now so successfully carried on in New York City. As soon as the school children assemble, with judicious questioning and keen observation the teacher is enabled to single out the

children that appear to be below the normal standard of health. In such cases of suspected disease, however trivial, the child is immediately sent to a room in the building set apart for the purpose. At a given hour, a legally qualified physician, appointed by the Health Department, visits the school and examines all of the children supposed to be sick. If he sees evidence of contagious disease, or of any ailment, he immediately sends the child home and informs his parents that he cannot return until a certificate of health, from a reputable physician, is produced. The ruling of such an Inspector is supreme.

In closing, let me beg the parents to give more personal attention to their children, for, whether they be rich or poor, their physical welfare demands proper food, proper clothing, sufficient sleep, and outdoor exercise, while their moral training requires example and common sense.

## NURSERY PROBLEMS.

*IN ANSWER TO CORRESPONDENTS.—It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### Causes and Treatment of Catarrh.

*To the Editor of BABYHOOD:*

I have four little girls whose ages are seven, five, three, and one years. With each approach of winter, and more or less all through, they are troubled with catarrh, earache, and croupous cough. We have a

comfortable new home, deep water, natural gas in the kitchen, and wood fire in the nursery. We live in the country, within three minutes' walk to the church or school. This catarrhal tendency is inherited from the mother.

Which would you advise—to try a local

remedy? If so, what? Or to move to a warmer climate? If so, where?

Indiana.

M. M.P.

It would appear that your surroundings were satisfactory and not responsible for the catarrhal tendency. Such a tendency undoubtedly is caused by or aggravated by heredity. But very much also depends upon exciting causes. Let us take up the conditions as you put them: Catarrh—that is, nasal or throat catarrh; earache, doubtless dependent upon extension of the catarrhal inflammation from the throat through the Eustachian tube to the middle ear; croupy cough, dependent upon a catarrhal laryngitis, also usually an extension from the pharynx. So the whole comes back to the nose or throat catarrh. Now, the commonest cause of this trouble in its chronic or recurring form is an enlargement of the glandular body in the posterior nasal cavity, known as the “third tonsil” or as an “adenoid.” Catarrhal conditions exist with any such enlargement, but if the latter be present, success in treatment of the catarrh will hardly be gained without the removal of this mass. Such removal is the first and most efficient local remedy. We cannot tell you how to find out the exact causes of the trouble for yourself. A physician familiar with the proper state of the nasal cavities can tell by the use of his finger whether any such obstruction exists. Its removal should be effected by a physician familiar with its operation.

If no enlargement exists, or after it has been removed, a good deal can be done by local applications. Any cleansing spray (such as the Seiler

tablet solution, Listerine, or Borolyp-tol, one part to seven or eight of water), will do good, but we do not lay stress upon that until the prime question of the growth in the nasal cavities is settled. As you have evidently considered the need of removal, you doubtless would be still more ready to make a journey, if you cannot find what you need at home, to a city where good medical advice can be obtained.

One or two things else may be mentioned. Where the catarrh depends upon inherited weakness, as you think it does in the case of your children, usually a good deal is gained by the persistent use of cod liver oil through the cool months. Again a good many of the existing causes of catarrhal attacks may be prevented by thoughts about dress and exposure, and you may find some useful hints from an article upon winter dress in recent numbers of *BABYHOOD*.

#### *Teaching the Use of the Nursery Chair.*

*To the Editor of BABYHOOD:*

Who can tell me how I can teach my little girl to ask for her nursery chair? She is nearly two years old and is a remarkably good child. She does not talk, but understands everything we say to her, and has little ways of her own of asking for everything she wants, except in this one instance.

I spank her and talk seriously to her about it, and the last time she cried so hard and so long that she was completely exhausted and I was really frightened; so I feel that something besides spanking must be done to correct the fault. I have been very careful to put her on the chair regularly, but I cannot depend upon her, and I never know when she is going to disgrace me in the most public places.

Other mothers that I have spoken to on



the subject either say they never had any trouble in the matter or else they take it as a matter of course, and say the child will learn when she grows older. I think she is old enough now. I am in despair and shall be very grateful for any help.

*Boston.*

S.A. T.

There is no good way but to wait. It may easily—in fact it constantly does—happen that a child may ask “for everything she wants,” meaning every concrete thing, and yet be quite unable to express a want of the sort described. We know many young children who give warning of their need, but not by asking. Their watchful attendants have learned to associate the child’s movement or expression with the cause. Again, one child may have ample time between the recognition of the desire for a movement and its fulfilment to give notice. In another child—as in some older persons—there is no such interval. Often we have observed children engaged in play who evidently were in need of attention, but who were so absorbed in what they were doing as to be unconscious of it, until led away by the attendants.

Nothing can be gained by spanking and frightening a child under the circumstances. It probably will make matters worse. If you are obliged to take the child into a public place—which of itself often excites a desire for evacuation of bowels or bladder—and fear an accident, see that the bowels are relieved by enema or suppositories before you go.

Probable Underfeeding; Orange Juice  
for Constipation; The “Educator”  
Cracker.

*To the Editor of BABYHOOD:*

Our baby girl is fifteen months old and apparently perfectly healthy, though she has

been very slow in teething, being a year old before the first tooth appeared. She now has six, and they have given her little or no trouble. She weighs 22 pounds, is 29 inches in height, and gets five meals a day—at 7, 10:30, 1:30, 4:30 and 7:30. Since she was ten months old she has not had the bottle after the last-named hour. Her meals consist of 1 ounce cream, 5 ounces milk and 2 ounces barley water or gruel of groats, except at 1:30, when she has a cup of mutton broth or beef tea.

(1.) Kindly advise me as to whether she is getting sufficient nourishment. Would it be better to give more at each meal and reduce the number to four?

(2.) She is very constipated, and it is necessary to use enemas or suppositories. Sometimes after motions there is a little blood. What would you advise to relieve this condition? Is she old enough to have the juice of an orange?

(3.) Are not “Educators” rather sweet for a child who has never been allowed sugar or sweets?

J. K. M.

(1.) Precisely how much a given child needs can only be decided after seeing that child and noting its peculiarities of nutrition. We note that your child takes considerably less than the average amount of food. As she is rather light and not forward with her teething, it may be that she is underfed. We believe that she could easily take an increased amount of the milk food, probably ten ounces at each of the milk meals.

(2.) Increased cream in the mixture might relieve the constipation. So probably would the orange juice, which is usually well borne at her age. Give it with the broth meal.

(3.) “Educators” which we know are not sweet. They are from whole wheat flour, and seem to contain no sugar whatever. Possibly some sweetened cracker may be sold with the same name.

*The Habit of Night Nursing.**To the Editor of BABYHOOD:*

Will you suggest how to get our baby into the habit of sleeping all night, or rather, how to break her of the habit of nursing once every night? She is now seven and a half months old. We follow your instructions about putting Baby to bed regularly, and she has two short naps per day; but we think she ought to sleep the night through.

J. S. R.

*Buffalo, N. Y.*

Unfortunately most children of her age do not sleep the night through. It is true that they should not be fed or nursed at her age during the parent's night; that is to say, she should be nursed when the mother retires and again in the early morning. If she wakes she will probably need changing and may be given a little water. At first she will resent the loss of her customary nursing, but she will accept it, especially if the mother is away from her for a night or two. Frequently the breast by seven and a half months is no longer sufficient for the needs of the child. Then some additional food is called for, and often a good feeding of proper food at night will last longer than the nursing did.

*The Care of Finger Nails.**To the Editor of BABYHOOD:*

I should be very grateful for some instruction as to the best method of caring for my baby's finger nails; i. e., how to shape them in cutting, and how to prevent the skin from growing up over them. Of course it is a struggle to get them attended to at all, but I want to do it in the best way, if possible.

*Philadelphia, Pa.*

B. H. M.

In our judgment, the best method is to do nothing which is not necessary.

Trim the nails as smoothly and evenly as possible, not too short, but short enough to prevent their breaking. The skin will not grow over them more than it should. The little film at the root of the nail is not harmful. When the child is older, if the film seems unsightly, it is easily removed.

*The Feeding of a Two-Months-Old; Number of Movements Usual for a Two-Months-Old.**To the Editor of BABYHOOD:*

(1.) Will you please give a time-table for the twenty-four hours feeding of a two-months'-old nursing baby, and say when to advance the intervals of nursing.

(2.) How many actions are usual for a two-months-old baby?

*Richmond, Va.*

D. D.

(1.) A child of two months on the breast should have eight meals in twenty-four hours. They should be two and one-half hours apart (counting from beginning to beginning of each nursing), except at night. A sample time table would be 7 and 9.30 a. m., 12 m., 2.30, 5, 7.30 p. m., again at mother's hour of retiring, and once more during the night. But if a child is a good sleeper, the suckling at the mother's retiring hour may be omitted. At three months the interval should be lengthened to three hours, at which it will remain until the child is a year old, unless sooner weaned. A sample schedule would be 7 and 10 a. m., 1, 4, 7 and 10 p. m., and perhaps once more in night; but after the child is five or six months old the night feeding should cease.

(2.) Ordinarily two, sometimes three. Quite a variation may exist within limits of health.



## HOW OUR CHILDREN HELP US.

How blest is the home where there is the patter of little feet, the music of children's laughter, the sunshine of golden heads and bright eyes!

Children certainly owe much to faithful, loving parents who watch over their infancy with wisdom and patience and strive to the utmost to develop in their little ones sound bodies, strong minds, and noble characters. But parents also owe much to the children, and the rearing of them may bring wisdom to both father and mother and prove healthful even to the grandmothers.

That we may guide our little ones aright, we strive to keep out of our home life all sharp or unkind words. For will children quarrel or show bad temper if they do not learn it from their elders? Do we not strive, even more persistently than we would otherwise, for absolute truthfulness of word and act when there are little lives ready to model themselves by what they learn from us? Can we easily break a promise made to those whose trust in us is so implicit and whose confidence it would break our hearts to lose? Do we not find it necessary to cultivate great accuracy in Biblical, historical and scientific knowledge, if we would freight the young minds, so eager to know, with information which it will not be necessary to unload and abandon in later years? After

teaching a primary class the history of the Kings of Israel and Judah for six months, that difficult part of Bible history is fixed in my mind as never before. When you come to tell tales from history—and such tales fascinate the little ones far more than most of the tales in children's books—we find we must refresh our historical knowledge and have in mind as full, accurate and vivid a picture as possible of the whole setting of the tale. If we would teach our babies to name the parts of the flowers, and so go on in scientific knowledge from step to step, we must have our botany at our ready call. If we would explain natural phenomena, in which children are always interested—the dew and the rain, the winds, the storms, the fires, the telephone and telegraph, why we put soda in the bread, why we strike a match—our chemistry and physics cannot become very rusty. So I might go on indefinitely, showing how our children help us intellectually and spiritually, but I am anxious to hasten on to the material part, and hope I may be able to throw out some suggestions that may help young mothers with a house full of little ones.

My first baby was kept almost exclusively on sterilized milk till he was nearly three years old, because I really did not have time to prepare separate meals for the little fellow. Now four



little ones, one, two, three and five years old, partake of our breakfast, dinner, and supper, and find suitable food always at our table. Moreover, I have very little trouble in the preparation of their food and have to spend but little time in the kitchen. The secret is this: adapt the table to the children, and the older people will be more than satisfied; then it will not be necessary to prepare a double set of meals daily. "Dainty, digestible, nutritious," is now the motto of our table, and with four babies for motive, *BABYHOOD* and other books for guide. I succeed in setting a table at which all find suitable and enjoyable food, from great-grandmother, nearly eighty, to one-year-old baby. Thus the children have helped us again, for with such a table, dyspepsia, constipation, headaches and other ills have taken flight, and we enjoy those untold blessings, good stomachs and proper nutrition.

Moreover, this table is not expensive, for everything that is prepared is consumed, so there is no waste. Our table costs about \$55 per month, including cook's hire, cow-feed, and fuel, and this table is provided for four adults, four children, and three servants. But figures are of little value, since so much depends on each one's surroundings and the markets to which one has access. Whether one has a garden, chickens, eggs, and cows, makes of course a difference in the expense necessary for providing the table.

Each mother should study the general rules of nutrition and of cooking, also her own environments and the needs of her family, and, if she really

tries, she will rarely fail to set a suitable table even though her means be limited.

There are two general rules that must be impressed on the cook. First of all, meats must be baked slowly and with little water; secondly, all bread must be baked so that it will crumble instead of forming sticky balls when mashed between the fingers.

Possibly a bill of fare for a winter day in our household may be suggestive to some.

**BREAKFAST:** Germea and sweet cream; cocoa and hot milk; broiled sirloin steak (fat removed before cooking) and brown gravy; fresh butter; crisp biscuit and corn bread; occasionally oranges or apples.

**DINNER:** Baked chicken and brown gravy made without flour, and grease removed; egg bread and loaf bread; sweet potatoes sliced with butter and sugar; macaroni with milk and butter; rice. Occasionally cup custard, or a simple pudding, or sweet cakes and home-canned peaches.

**SUPPER:** Crisp biscuit; hot milk; cold milk; fruit.

The children have helped us in many other ways. Bright fires, good ventilation, warm, loose clothing, light warm covering at night, are essential to the children's health, and the older members of the family have all to a greater or less degree benefited thereby. If we study our children's needs and adapt ourselves to them, then truly they will prove a blessing in innumerable ways.

MRS. J. F. DUGGAR.

*Auburn, Ala.*



## BEGGING COMPLIMENTS.

BY J. BUCKHAM.

One of the worst habits a mother can cultivate or indulge in a child is that of begging compliments. When a visitor comes in, how often the little one, mindful of the family's freely expressed admiration of its accomplishments, will begin to "show off," in the expectation of winning new praise from a new admirer. Or perhaps the mother actually encourages the child to parade its cunning ways, saying, "Now, do this," or "Just show the lady how you can do that." Of course the child is all aglow with eagerness and self-consciousness, and soon learns to anticipate the compliment quite as ardently as the prima donna awaits the burst of applause that is sure to follow her every performance.

The spirit and disposition which this sort of compliment-courting begets in a child will be pretty apt to leave an unlovely blemish upon the little one's character as it grows older. Egotism, self-consciousness, and forwardness are faults which are too common among children in these days, and the habit of compliment begging is pretty sure to develop every one of them. The little year-old or two-year-old mendicant of promiscuous praise, who is so winsome and cunning in baby pinafores, will, very likely, be called the "pert minx" or the "egotistical little rascal" in short

dress and knickerbockers. We all know the type and (when not of our own cultivating) dread it. The child that is always clamoring or posturing to attract notice, that is insistent and persistent and forward, that respects no privacy, is deterred by no reserve, and seems utterly heedless of the broadest hint that his room, for the time being, would be preferable to his company, or at least his silence to his unblushing solicitations for praise and attention—this child is the distinctive product of the compliment-begging habit, and everybody, with the possible exception of his nearest and most slavish relatives, perceives his besetting fault and votes him a nuisance and a bore.

For the sake, first, of that beautiful modesty and deference which are so charming in young people, and, secondly, for the sake of suffering mankind in general, I proffer a plea against the cultivation of smartness in babes. I appeal to all mothers of accomplished infants (or rather, I should say, to all mothers, since all infants are confessedly accomplished) that they abstain from encouraging, in season and out of season, the public display of their children's gifts and acquirements. And I would respectfully suggest that, when such display is *publicly* made, visitors with-

hold, as far as they think consistent with courtesy, those extravagant, ejaculatory, and fulsome expressions of admiration and approval which are so unfortunately calculated to feed the self-esteem and self-importance of the child. If parents are proverbially doting and foolish, that is no reason why society in general should suc-

cumb to the same amiable stultification. Since we are all in a certain sense our brothers' keepers, let us do what we can to protect our little brothers and sisters in pinafores from the ugly, character-disfiguring faults of self-consciousness and forwardness.



## OCCUPATIONS AND PASTIMES.

### Quarantine Amusements.

The following record of a six weeks' quarantine is given with the hope that others similarly situated may find therein some helpful hints, also that the suggestions may be applied to times of convalescence or even to rainy days.

A blue card with black letters announced to all who passed that there was scarlet fever in our home. It also gave warning to all without not to enter, and to those within not to go out. The father of the family, who must attend to his work, was banished for the time; mother and three children were limited to the use of two rooms; there was only one other person in the house, and she was not allowed in that quarter.

Now, usually the first thought at such a time is the anxiety, the care, the tireless nursing of the sick ones, to whom the mother is ready to devote her time, strength and energies; but such was not the case with us. Friday

evening Peggy, the little girl, had looked flushed and a little speckled; Saturday Pokey, the middle-sized girl, had a headache, and by evening she, too, was somewhat speckled; Sunday Polly, the "great" girl, had acted similarly; but it was not until Tuesday, when the two little P's were quite well and frisky again, that anything serious was thought of. Then, as we are a law-abiding family, we sent for a representative of the health department to look us over, with the result above stated.

Now, our three "sweet P's" had spent the summer in the country, with miles of woods in which to roam, great stretches of water in which to sail or row, and almost no limit to their possible activities. They had hardly been at home long enough to accustom themselves to the necessary limitations of city life when this sentence was proclaimed to them: "Beyond those two rooms you shall not go for forty days." At first it seemed that they



could not bear it, for by this time even Polly was nearly well; but we were philosophical as well as law-abiding, and so cast about us, as soon as we could recover our wits from the shock they had received, to see how best to adjust ourselves to the new *régime*. A dainty supper, neatly served, with mamma for company, was fun enough for the first evening, for it seemed like a tea party. After the supper little Peggy, who was only three years old, and could not understand the new order of things very well, escaped the vigilance of the guard and ran laughing into the hall. She cried bitterly when brought back, and mamma's heart sank at the thought of trying to keep her lively little girl shut up for all those long, long days to come. But to mamma's great surprise she thereafter settled herself happily in her new quarters and until the day of release hardly ever asked, and never cried, to go out.

In this particular disease the "desquamation of the epidermis," as the doctor learnedly calls the peeling off of the skin, is the thing to be attended to. This necessitated a daily anointing and a daily ablution of the three, which occupied no small portion of our time. This accomplished, our little folks dressed each day. Breakfast was usually taken in bed, but the dinners and teas were made much of as a source of amusement. They were served upon a little table, sometimes in accordance with the requests of the "invalids," but more often they contained surprises. Such was the activity of these invalids that their appetites never failed, and most of the meals were gay affairs.

After a day or two, Miss Polly instituted herself as teacher, and for an hour each morning, except Saturday and Sunday, kept school, with Peggy and Pokey for pupils. They were too young to do a great deal, but Polly was an ingenious little teacher, and with slate, papers and pencils, and some kindergarten materials, the three passed the hour very nicely each day.

The walls of the room were converted into a picture gallery and many hours were spent cutting out pictures for their decoration. Even the doors were covered, and a gay appearance the room presented before the young artists had finished. One corner which they particularly enjoyed was filled with all sorts of animals—a regular menagerie. Paper dolls proved an almost unending source of amusement. From a large pasteboard box an elaborate three-story house was made for the family of paper dolls. It had stairways, partitions, windows and doors; and the furniture was all planed and made. The family itself which grew to be a very large one, was all home-made and dressed by the little girls. They cut some of the dolls from fashion plates, afterward coloring them with crayons; some they cut from watercolor paper, fitted their costumes to them, and decorated them with watercolor paints. These were the favorite ones, and they made them elaborate wardrobes with costumes suited to all occasions.

Kindergarten materials were used somewhat and proved valuable, especially for the younger girls. Those used most were as follows:

Strips of paper, about  $3\frac{1}{2}$  inches long and  $\frac{1}{4}$  inch wide, were cut and then

pasted into links to form chains; these when finished were festooned around the room to add to the decorations.

Simple designs were marked upon cardboard and the outlines perforated at intervals of about one-fourth of an inch. The outline was then covered with colored worsted or silk by sewing through the perforations. Sometimes the object thus outlined was colored with watercolor paints, thus, for instance, a pea-pod was painted green.

Pretty mats were made of paper cut in strips, and strips of another color woven in to form a pattern.

Bright-colored papers were cut in four-inch squares and folded in pretty forms. These folded papers made pretty picture frames when neatly done and tastefully arranged.

Bright papers were also cut in small squares or triangular pieces and pasted upon cardboard in fanciful designs.

All the products of this work went toward the decoration of the walls. and great was the delight of the little girls when they saw their handiwork so honored.

The material for all this kindergarten work can be obtained at a small cost from the manufacturers, but in an emergency it can be prepared more cheaply yet, and almost as well, by any ingenious person.

The desire to do something useful led to the making of holders. Mamma cut and folded pieces of soft outing flannel of the proper size, and the little girls stitched them "over and over" around the edge with fancy silks. These, after being disinfected according to law, proved most useful.

A game which they greatly enjoyed was entirely prepared by the two older

girls. The game requires a board and five bean bags, one bag six inch. square the others somewhat smaller. The board was cut, was finished with cross pieces to prevent warping, with a hinged rest at the back, and was stained and polished. The bags were sewed and filled. A box was stained to match the board in which to keep the bags. The aim of the game is to throw the bags through the hole cut in the board. If the large bag goes through it counts ten; the others count two each. The exercise of the play is excellent and was enjoyed all the more because of the work in its preparation.

Another game is played with a board and marbles. The board is placed upon the floor, and any number of marbles may be used. The players roll or "shoot" the marbles, aiming to send them through the opening, counting for each one which goes through a number corresponding to the figures marked on the board above the openings. The board for this game could be made, as was our "bean-board," by boys or girls confined to the house.

Of course we read and read. Until the latter days of the imprisonment the eyes had to be considered, to the exclusion of books, except as mamma could read aloud, but even so we read a great deal. Little Peggie got well acquainted with "David Copperfield," whom she called "Baba Cockfee," the story of whose exploits, read for the sake of the older sister, put her to sleep many nights. All could enjoy "Swiss Family Robinson," "Robinson Crusoe" and the "Five Little Peppers." The little teacher had her turn in being taught, and was able to take rank with

her class when she could again enter school.

One birthday was celebrated during our quarantine, and we made it a gala day. It was a holiday for the little school. An unusually tempting dinner was served, and at supper the birthday cake, resplendent with candles, made its appearance. Other little surprises were planned, so that the day might be a happy one.

On Sundays we played church and Sunday school, sang the familiar songs of the Sunday school, and learned verses from the Bible. On Sundays,

too, there was generally a letter from papa. We tried to make the day as different from the other days of the week as it usually is.

Altogether, with work and play, study and amusement, the days passed so happily that "the time when we had scarlet fever" has ever since been referred to by the three P's as the red-letter time of their life. One great lesson was daily impressed upon them: to be thoughtful and kind in all ways to each other, and each to take pleasure in the happiness of others.

F. M. S.



## BABY ATHLETICS FOR A WEAKLING.

### I.

To be healthy and happy before assuming the responsibilities of parenthood would seem the first essentials for that holy calling, but since many enter upon it without regard to such a desideratum, and the world is being peopled with beings more or less tainted with hereditary infirmities, the next consideration is how to make atonement for sins that are committed—how to meet the accumulated consequences of broken laws so as to save the innocent and to give the weakling some impetus in life. This has come to be the almost universal concern of intelligent parents, and physician and nurse are indispensable to the rearing of infants.

Doubtless all agree that the most that can be done in any case lies in the way of perfect sanitary environment, food adapted to the needs of the case, and such stimulants in the way of bathing and exercise as will tend to increase vitality. For we can only support and assist that wonderful and mysterious force which tends to overcome evil and to restore the heritage of health to the weakling and the diseased.

Little Otto was born a weakling through no fault of his own. It was a subject for profound study before and after his advent to those directly incriminated in his existence, what to do that the child might throw off any



possible blight and get the most good out of life. A very remarkable success attended the efforts thus instigated, and little Otto survives to be written up. The first plans made for the new life were prompted by the desire that it might be entered upon in a favorable environment. The spot chosen for the nursery home was a barren, airy location suitable for a hospital, and the nursery furnishing was that of a hospital ward. Everything in the outfit was for simple utility—light, easily cleansed, antiseptically pure, even to the goat procured to supply nourishment to the new-born. And the nurse who was to have charge of the baby and the goat prescribed conditions equally sanitary for both. The goat upon which depended so much responded heartily to the call. Not a whisp of hay that had been trampled on the floor would she touch, not a bit of bread that had fallen on the ground would she eat. So far all seemed favorable.

The child proved a weakling, as was anticipated. Although apparently well developed, he lacked vitality, chilled easily, perspired easily, was a light sleeper and could digest only sterilized food. In fact, he was a problem from the beginning that was likely to wear out the entire household in the solving, from hour to hour and day to day. The incubator might have proved a great benefit and possibly would have saved a great expenditure of vigilance and much suffering in the end, but that had not been provided. Frequent use of the hot-water bag during the chill of the nights, and a heater in the room evenings and mornings, were necessary to keep the child's tem-

perature up to normal. A Californian August might have suited a salamander by day. Otto was given the sun-baked corner of the house, but still he demanded a hotter climate.

The choice of a care-taker for a delicate infant is perhaps one next in importance to that of nursery environment. The first year, at best, is a time of convalescence for the mother, and in certain cases it is certainly not advantageous to the child to depend upon her either for nourishment or for the constant daily and nightly care. The maternal solicitude added to the tax of nursing, must tell upon the nerves, and overstrained nerves and sound judgment do not go together. Besides, infants are very sensitive to mental influences, nervousness evidently reacts upon them. Therefore a mother's best wisdom is often shown in her ability to save herself from the wear of petty details and keep her mind free for the larger view that is necessary in order to direct, not only the nursery, but the household, and to meet the emergencies of family life. In the case in question a very fortunate choice was made, and Otto was put in charge of an intelligent nurse who studied his case with scientific interest.

A still white baby, with large head and little force for activity, suggests rickets, and several warnings in the family history prompted to every precaution against such an affliction. The system of treatment adopted was physical culture modified to suit the case, a sort of induced athletics—exercise taken by proxy as it were, as will be described in the following chapter.

## THE MODERN CHILD.

To the student of sociology, says a writer in Archives of Pediatrics, one of the most notable features of the past few decades is the growing attention bestowed upon children. The thought now devoted to them would amaze our ancestors of three generations ago. Child-Study has become one of great importance. Thousands of men and women are being trained in scores of normal schools for the one purpose of instructing the young, for the work of a teacher is now believed to be one demanding extensive and peculiar education.

Volumes are written annually for children and of children, while journals and magazines of the same character have increased a hundred-fold. The children are apparently considered a far more important factor in every household than they were fifty years ago. It is at least a fact that they receive more attention and are brought into much greater prominence. The average child of to-day has a score of toys where his grandfather had one. Many children are overburdened with them, and are less happy than they would be with a smaller number. The most contented and quiet children that the physician sees in his rounds are certainly not those with the most playthings.

We are far from criticising the general tendency to bestow more attention upon children and more thought upon their education and training, but it cannot be denied that the matter in

many families is carried to a very injudicious extreme. Neither can it be denied that the general tendency is in the direction of bringing children into too great prominence, in making them the most important and first-to-be-considered members of the family, and in laying burdens upon them too great for their strength. These errors are undoubtedly greater in the cities and large towns where the high tension of life is felt by all sorts and conditions of men, by children and adults alike.

We have before pointed out the error on the part of some parents, namely, a tendency to adopt the habit of too great *camaraderie* with their children, and the growing tendency to remove the barriers between childhood and age. This naturally results in the feeling that children should enjoy the same pleasures and indulge in the same pastimes as their elders. Such recreation is frequently of a character far too stimulating for the sensitive nervous organism of the child. The prevailing tendency of the times is certainly to overstimulation of children. This tendency pervades our whole educational system. It permeates juvenile literature, it is manifest in childish recreations, and has invaded the home. Such over-straining and stimulation of the mental and nervous organism cannot fail to cause harmful effects during childhood, and frequently produces a neurasthenic and nervous temperament in later life.





## HOW CHILDREN COME TO LOVE THE BEST BOOKS.

BY KATE M. CONE.

In the comradeship in books the child furnishes imagination, freshness of point of view, and ingenuous enthusiasm; his mother or his teacher—for this partnership is for the most part between women and children—is responsible for the literary taste which is the basis of choice. Until the child learns to read he is wholly dependent upon the reading of others. Even after he has learned to read well enough to do so for his own amusement, every other consideration is long sacrificed by him to what is easy in language and simple in thought. Not, indeed, till adolescence does the motive of self-improvement have much weight with him. His standard is set and preserved from outside. As in all things, his likes and dislikes in books are colored and modified by the persons he loves and wishes to resemble. I have heard so generally accepted a juvenile favorite as "Swiss Family Robinson" spoiled for children by lack of spirit and appreciation on the part of the grown-up reader; whereas I can imagine that even a Patent Office report might be so rendered as to make the young folks cry, "Read on!"

Of first importance in establishing right habits of reading is conscientiousness on the part of the mother in keeping her own taste in books pure and high. She at least is capable of discipline in this respect. Many a

woman first makes true acquaintance with literature on behalf of and by the help of her children. The mother's culture, if genuine, that is, a solace and refreshment and not a mere show, will be shared by her children, indeed cannot be kept from them. "To have lain on the hearthrug and heard one's mother read aloud is itself a liberal education," says Colonel Higginson in his "Cheerful Yesterdays."

The path is easy for mothers who have early found out for themselves the blessing the best books contain, but for all mothers the childish need for explanation and telling and re-telling should be regarded, not as a tax on patience, but as a precious opportunity for the mature mind also, to make more perfect acquaintance with the masterpieces. The best things in the best books are not discovered in one poor, hasty reading for the story. Good poetry ought to be learned by heart. The fine stories, old and new, only yield their full meaning after a third or fourth repetition and are then seen to be inexhaustible. On the other hand, the situation affords an uncommon opportunity for the great writers to be adequately read and understood. No other audience is so disinterested as an audience of children, no other test of immortality more sure than that which tries the books listened to at bedtime, or by one's mother's side be-



fore the fire, or round the evening lamp.

The teacher who is inspired by the same faith, namely, in the suitability of real literature for all ages, has the next best chance for bringing the young mind to its rightful inheritance.

But love—love of books and love of children—is the secret of the success of either mother or teacher. The perennial vitality of the old masterpieces and the almost inevitable response of the child are her ever-present reward for work conscientiously done.

## NURSERY HELPS AND NOVELTIES.

### Suggestions from Experience.

*When Baby Chokes:* Nothing worried me more with my first baby than her choking. Perhaps milk flowed into her mouth too fast, or we were trying to give her hot water for colic, and she would begin to gasp. The nurse could only say: "Don't worry so about her," and grandma would pat her on the back; but neither of these remedies availed. One day a neighbor came in as we were struggling with one of her worst spells. "Why, child, hold her arms up!" she cried, and seizing the little hands, raised them high above Baby's head. To my amazement the spasm was over almost immediately. After we had tried it repeatedly with good results, I asked our doctor why it was so. He laughed and said: "That is scientific enough to be in the books. It is somewhat the motion we use in artificial respiration after a rescue from drowning. The expansion of the lungs aids the child to gain its breath again." I was glad it was scientific, but if it had not been, I should have done it just the same. In later years I found it helpful even in whooping cough.

*When Baby Eats At Table:* When this time comes, a new article of wardrobe must be made, a feeding-bib—

and not one, but many. If you will take my advice you will not make them of linen or of oil-cloth. The one wets through, and the other is altogether dismal, even if it does not make pools in the lap. Buy a yard of good quality white Turkish toweling, costing about fifty cents. Cut it into four equal parts, and from each make a bib by a pattern that will let it button around the neck and extend to the lap. Bind the whole edge with tape and place a button and button-hole at the neck. What is the result? You have a soft, white bib which is nearly impervious to liquids and which generally keeps a bit of cereal or potato from sliding into the lap. This is good, but the bibs have still another virtue. When moist with milk or soiled, they should be washed immediately after the meal, as other bibs are, but they will need no ironing. They are ready as soon as dry. Many a mother who has sometimes had to put a rough, dry linen bib on a baby will appreciate at once what a comfort this is. I have one or two choice linen bibs, it is true, for Baby's wear on great occasions, but I never fail to put on a Turkish bib first, buttoning the fancy one over it.

G. M. A.



## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### The Need of Periodical Disinfection of School-Rooms.

The Michigan State Board of Health recommends to all school boards and other officers and persons having in charge assembly rooms in the interest of public health, the following:

That the regular care of school rooms includes sprinkling the floor before sweeping, the subsequent dusting of desks or wiping them with a clean damp cloth, and the airing of the room before its use.

That interchange of books be allowed only under such conditions as render the transmission of disease impossible. That the use of slates be discontinued.

That persons known to be affected with tuberculosis of the lungs, or who persistently cough and expectorate, be denied the privileges of such room, either as teacher or pupil. That all spitting upon the floor by any person be strictly forbidden, and that proper conveniences for receiving sputa be supplied.

That, at least once a year, the room and contents be thoroughly disinfected, the woodwork and floor washed with an antiseptic solution, the walls whitewashed, and the plumbing and ventilating inspected.

### The Effects of the Antitoxin Treatment in London.

The Medical Press and Circular says it is a fact admitting of no dispute that the mortality from diphtheria in London has undergone a steady diminution since 1894, the year of the introduction of the serum treatment. The proportion of deaths was only 19.3 per cent. in 1896, as against 20.4 per cent. in 1895, and 23.6 per cent. in 1894. Since the date of the materials dealt with in the last official report, the figures for 1897 have become available, and it is satisfactory to find that the diminution in case mortality still continues, the percentage of cases to notification last year having sunk to the comparatively low figure of 17.7. From a table the data for which are derived partly from Dr. Shirley Murphy's report, partly from the registrar-general's weekly returns, and partly from the monthly list of notifications published in the columns of *The Lancet*, the writer in the Medical Press and Circular has found that this diminution in case mortality has progressed in spite of fluctuations in the number of both cases and deaths. It may be added that the experience of 1898, so far as it has gone, makes it probable that a still further reduction in relative fatality may be looked for.

If any one doubts that this improvement in the case mortality of diphtheria is due to the introduction of the serum treatment, the writer thinks he may fairly be called upon to say what other factor can have been at work since 1894 capable of producing the present result. The fact of the diminution in case mortality cannot be disputed, and of this the more or less general adoption of the antitoxin treatment would seem to supply the most rational interpretation.

#### Alcoholism in Children.

Dr. Combe of Lausanne (*Annal. de Med. et Chirurg. Infant.*) summarizes his remarks on this subject as follows: (1) A wet-nurse who is accustomed to drinking wine may continue the same to moderation during the period of nursing. (2) A wet-nurse who has not been in the habit of indulging in alcoholics must not receive any during the entire course of the nursing period. (3) An alcoholic mother must not nurse her child. (4) Nervous children and those who are suffering from an organic nervous disease must refrain absolutely from alcoholic drinks. (5) Very young children must never receive any alcoholic drinks, except in cases of acute diseases in which alcohol is indicated. (6) Total abstinence should be insisted upon until at least the sixth year. From the sixth to the twelfth years children may occasionally drink a small quantity of very diluted wine. (7) Total abstinence is indicated in the case of older children

who are wayward, lazy and weak in memory. (8) Hereditary alcoholism favors idiocy, epilepsy and insanity.

#### Rubeola or German Measles.

Dr. Pulawski (*Gazeta Lekarska*) as a result of the study of two epidemics makes the following statements: The disease sets in abruptly without any previous prodromal symptoms. The period of incubation is about two weeks. During the entire course of the disease the temperature is normal or only slightly elevated. The eruption is similar to that of measles, with this exception, that it is somewhat smaller and lighter than the latter. The eruption appears first on the face and neck, then on the chest and back, and finally on the extremities. The eruption is accompanied by itching, and desquamation is entirely lacking or appears only on the face. In concluding, the author states that, contrary to the teachings of Henoch, he considers rubeola a distinct and separate disease, and summarizes as follows: "(1) The clinical picture of rubeola resembles that of measles, it is true; but still it has its own characteristics which are repeatedly seen. (2) Rubeola patients can cause the spread of this disease only, and not that of measles or scarlet fever. (3) Rubeola does not protect against the other acute exanthematic diseases, and *vice versa*. (4) Rubeola occurs not only in sporadic cases but also in epidemics."







## THE MOTHERS' PARLIAMENT.

The One Question.

—Ridgely had no “Mothers’ Club,” but the idea and the sentiment of child culture had reached even so far from New York as this, and made it a matter of no small concern when the “best” mother among them was about to leave the town. One of the minor mothers, hastening to her at the last, begged to be allowed to ask just one question about her method with her small daughter, so admirably well brought up that she could wish her own as good. The mother was pleased, and modestly promised to answer as clearly as she could. Then the caller read carefully from her memorandum pad: “At what age did your little girl *first carry a parasol?*”—X.

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What Encouraged Me.

—I don’t often see a daily application of the many little scientific statements I read, but lately I came across one which has served to encourage me greatly in a practice where I needed to be encouraged—as as possibly others may.

I read that of late science has decided that we are furnished, everyone, with a “sub-conscious mind,” so-called; that this is a sort of mental sensitive plate, and on it all impressions of our existence are recorded for permanent retention. When we see or hear anything (no matter what, or

how trivial or passing it may be) our sub-conscious mind receives it to itself as a line in the history of our experience, to be added to all elsewhere, and upon this we may draw as occasion demands, to meet the exigencies of any condition or state of our being. If a sentence is read within our hearing, even though we are unconscious of it, that statement is taken into our life history, and may be used by us in the future when wanted.

I will not enlarge upon this subject, but apply the fact—as I have grown to believe it is a fact—upon evidence adduced. I have applied it for my own encouragement in the reading of the Bible to my little ones. I read from the Source of Wisdom a chapter each night just as my children are retiring. They listen without disturbance, but I frequently am led to know that they do not “take it in,” that their minds are not receptive in the sense of being attentive. Now, this doesn’t so much matter if they really have a secondary mind which, in spite of all, persists in absorbing every word of it. I like to think of this as being true and that I am, whether consciously or not, helping to lay up stores of aid and defence for them in those future days when I am passed on beyond the reach of their longing hearts. I continue to read, even to ears but half attentive, or apparently closed to understanding, in the hope that those “sensitive plates”

of the mind are taking all or some of it in, and that beautiful pictures of faith, of love and hope and tenderness, of the spirit of forgiveness and good will to men, are being photographed by a mysterious process provided for "in the beginning."

One thing is sure. I believe I am thus building beautiful memories for their old age, and only good can come from what their "sub-conscious" selves receive and retain.—C. S. W.

#### Heredity and Training.

—There is so much discouraging talk about "the sins of the fathers," as if only evil tastes were handed down, and those hopelessly unalterable.

Although heredity is one of those complicated questions that tangle the thinker, there are two pretty safe ways of looking at it: Excuse other people's failings because of their ancestors, and: Hold yourself strictly responsi-

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ble for your own shortcomings because you are a probable ancestor. The obligation, for obvious reasons, is from parent to child, in your case as well as in your great-grandfather's. If you pay your debt, the child will find its own reason for discovering its reciprocal debt to you.

A certain wise old man used to say that training and judicious marriage modified heredity. As for judicious marriage—but that is another story, also very involved. It would be well

to remember that "blood will tell" before getting engaged. But lovers live in the present. And then, as was said, there are so many sides to such a question.

As for training, this much is sure: Bad traits will die out for want of exercise; good ones can be stimulated and engrafted. You cannot make a child over, but you can cultivate, modify, prune, and—be careful!—distort. —*Abbey Swain Mcguire, Louisville, Ky.*

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# Babyhood.

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## COMMON CATARRHAL AFFECTIONS: THEIR CAUSES AND EFFECTS.

BY DR. SEYMOUR OPPENHEIMER,

*Nose and Throat Surgeon to Bellevue Hospital; Nose, Throat, and Ear Surgeon to Yorkville Hospital, and Lecturer on Diseases of the Nose and Throat, University Medical College, New York City.*

### I.

#### The Evils of Mouth-Breathing.

Few parents realize the evil effects produced by improper breathing in their children; they fail to see until too late, not only the diseases of the throat which result, but the serious bodily harm that can be laid directly to breathing through the mouth instead of the nose, as the proper way to supply the lungs with air. For a sufficient comprehension of the disastrous effects on the general health of a child resulting from mouth-breathing, it will be necessary to describe in a simple and plain manner the nose and throat, and to show how intimately they are connected.

As far as breathing is concerned, we may consider the nose as an upper tube and the mouth as a lower tube, and both nose and mouth as communicating with one large tube, the throat, running at right angles from the two mentioned. This large throat tube extends from the back part of the nose down past the mouth, and at its

very lowest part branches into other tubes, which, gradually increasing in number but diminishing in size, form the lungs. Now nature intended the upper horizontal tube, which we call the nose, to be used for two main purposes,, namely to smell and to breathe. In breathing properly it is not merely a question of breathing enough air for our needs, but on the quality of the air respired depends, to a great extent, the health of the child. The nose does not merely act as a channel to convey air to the lungs, for although this is one of its main functions, there are several more of nearly as great importance, chiefly: moistening the air so that when it enters the lungs it will be in such a condition that the blood can extract the oxygen from it.

If from any cause the air in passing through the nose is not properly moistened, then the lungs become irritated, and disease is apt to result. We can realize how important this moistening process is if we study the inter-

ior of the nasal cavities. Here we find the walls of the nose covered with three scroll-like bodies, and these are covered with sponge-like membrane. This tissue secretes a fluid, to the amount of one pint in twenty-four hours. In a healthy nose, the mouth being closed during breathing, all the fluid is absorbed by the air that is inspired, and it is properly moistened so that the child receives the full amount that nature intended.

Besides this very important function, the nose heats the air, so that the lungs do not become chilled. This heating of the air is very important, especially in a changeable climate, for if the nose were not able to perform this duty, we should breathe the warm air of a house, and in consequence, in going out of doors, the cold air would enter the lungs and pneumonia would be very apt to result. Another important part the nose plays in keeping the body healthy is by sifting the dust that is constantly floating in the atmosphere. If it were not for this power, we can readily see how the large amount of dust that is constantly in the air we breathe would be allowed to enter the throat and lungs, and keep them in a constant state of irritation.

Now, from this short study of the functions of the nose we can appreciate what bad effects result when this organ is not used for the purposes for which it was intended by nature. Thus when for any reason, as we shall see later, the air is prevented from entering the lungs through the nose, and the mouth is used for that purpose, the air is not moistened, nor heated, and must consequently irritate the throat and lungs.

The question now arises as to the cause of mouth-breathing. What conditions of the nose and throat so act that the child is prevented from properly breathing through its nose, and constantly takes in air through its mouth? In general, we may say that this is due to three causes. Either there is obstruction in the front of the nose or just back of the nose, or in the throat; so we see that, in general, mouth-breathing is due to a mechanical obstruction, the result of many causes.

Of these causes, by all means the most important is an enlargement of glandular tissue in the upper portion of the throat, just at the back of the nose. In nearly all children who breathe through the mouth this condition is the cause, and it consists of a number of little tumors called "adenoids." These tumors close up the nose, and of course prevent the child from drawing in air through the proper channels, so that mouth-breathing is resorted to. Besides the mere mechanical obstruction presented to respiration by these little tumors, we also have a large variety of other symptoms due to the "adenoids" pressing on adjacent parts, and not only preventing a proper blood supply, but irritating the nerves of the nose and throat.

The second cause of mouth-breathing in children is an enlargement of the tonsils. If we examine a healthy throat, we will just be able to see the tonsils at the sides, where the mouth and pharynx join. In quite a large number of children, especially from four to fourteen years of age, the tonsils become enlarged from various causes, such as frequent colds, mea-

sles, etc. They then become inflamed very frequently, and, as a consequence, gradually increase in size until, encroaching on the space back of the nose and upper part of the throat, they prevent proper respiration just as in the case of the "adenoids." Frequent colds in the head are a fertile cause of mouth-breathing, by producing congestion and inflammation of the soft tissues within the nasal cavity and thereby obstructing the entrance of air. It is a matter of common experience in the adult that breathing through the nose during the course of a severe cold in the head becomes almost an impossibility; this is even more liable to occur in children from the structure of the nasal tissues. The soft nasal membrane in the young is easily inflamed and apt to swell up temporarily on the slightest provocation; at first, as the result of a cold, these parts become enlarged and nasal breathing is impeded for a short time; if the colds occur frequently, certain changes take place in the nose, and at last we have a more or less permanent obstruction. This may involve one or both sides of the nasal chambers, the degree of impaired nasal respiration depending on and being proportionate to the amount of mechanical obstruction existing. If but one side of the nose is closed, as a result of cold in the head, then mouth-breathing occurs

during the night to a great extent, and only at intervals during the day; the other clear side of the nose allowing the child to get a certain amount of air properly prepared for breathing purposes. Should both sides be totally obstructed, breathing in this way becomes totally shut off, and the child will respire entirely through the mouth as long as the nasal obstruction exists.

As due to colds and temporary nasal obstruction, a form of catarrh results very frequently which causes the soft spongy part of the interior of the nose to become hard and permanently enlarged, so that but little or no air can be admitted through this channel. Mouth-breathing then becomes a necessity, with all its manifold ill consequences, and if this catarrh should commence very early in the child's life, serious damage to its health will result, and the liability to grave diseases will be greatly increased. From this catarrhal condition and the enlargement of these spongy parts, the bridge of the nose will become irregular in shape and grow more on one side than the other, so that breathing will always be impossible on that side of the nasal chamber, and if this catarrhal condition is not attended to at the beginning, it will later become necessary to resort to an operation, to straighten the parts and make the nose fit for doing its proper work.





## SCURVY IN INFANTS.

BY A. K. BOND, M.D.,

*Clinical Professor of the Diseases of Children, Baltimore Medical College.*

## II.

## Obscure Cases.

The importance of bringing this disease at once to the attention, not only of physicians, but also of mothers, is evident when we consider that many cases are hopeless when their nature has at last been appreciated, and that even after ten years of observation upon the disease in this country, many physicians are yet unwary concerning it. A careful surgeon, well known to the writer, who graduated from a school of high grade, and has since had several years' extensive experience, confessed recently in a discussion before a medical society that he had done a severe operation upon both lower limbs of a little child for what was apparently a surgical disease of the bones, and had discovered only when conversing with an expert in children's diseases that the child had scurvy. The child, of course, received no benefit from the operation (which was quite unjustifiable), but improved at once on orange juice and a fresher diet than had before been given to it.

Out of 36 cases of infantile scurvy reported by a leading writer upon this disease, it appears probable that three were mistaken for rheumatism, 1 for rickets, 2 for teething, 9 for paralysis, and 1 for malarial disease; they, of course, became worse under treatment for these complaints. In 6 of the cases, diarrhoea was present; in 10 cases, bleeding, though sometimes very slight, from nose, stomach, bowels, or bladder.

In the most obscure cases there is simply loss of power and more or less painfulness to touch in the lower limbs. The skin may, in these cases, not be discolored at all by bluish spots. If there are no teeth, there are not likely to be any signs of scurvy on the gums, or elsewhere in the mouth. Pain and slight swelling of the limbs along the bones are among the most constant symptoms of the disease.

Infantile scurvy, if untreated, and if its causes continue, is a very fatal malady. It is often associated with rickets. Sometimes the child appears plump, takes and digests its food well, and, except a slight paleness, looks, to casual observers, quite healthy, the weakness of limbs, etc., being therefore all the more difficult for them to account for.

## Affects Rich and Poor.

Infantile scurvy is not, like most nutrition diseases of infants, confined chiefly to the poorer classes of the community. It is found wherever artificial feeding is practiced—and more mothers on the average fail to nourish their infants among the rich than among the poor. Some of the worst cases of scurvy have affected the infants of very wealthy families, where artificial feeding was done with the utmost conscientiousness.

The conditions under which infantile scurvy develops are very well

known, but the exact causes which produce it are somewhat doubtful. The conditions referred to are the prolonged use of a food which lacks the element of "freshness," or the long maintenance of a diet which is deficient in variety of nutritious elements.

However this may be, the fact remains that all infants are liable to scurvy if they are fed continuously on a single article of diet, other than fresh milk; or if the milk given is of poor quality or too much diluted, or if it is too long heated; or when a manufactured food, whether it contain milk or not, is used for a considerable length of time, no matter if it be alleged to be fresh in stock. Even the mixture of fresh milk with the manufactured food does not protect against scurvy. The momentary heating of cow's milk, done for every bottle-fed infant everywhere, does not seem to destroy the "freshness" of the milk.

#### Treatment.

The moral of these observations is that infant life and health will never be at par until a race of healthy mothers, giving healthful breast milk in abundance, is developed. The accomplishment of this reform will require the continuous earnest effort of many generations of thoughtful women, determined that they will train their daughters to perfect health, regardless of social or intellectual standards. While the secret of the cure of infantile scurvy has been discovered, it is evident from the continual exposure of new perils in non-maternal nurture, that the only food altogether and all the time wholesome for the infant, in

the first six months, at least, of its life, is that furnished by its healthy mother. Substitutes for this evidently affect the child's health unfavorably, albeit very subtly, and fail to give the highest possible vigor to the little growing body. This will remain true, even though the medical profession is capable of meeting, one after another, the more seriously out-cropping diseases consequent upon failure of maternal nourishment.

For evident scurvy the family physician should be called in to direct even the simple use of fresher and more abundant foods and of fresh fruit juices—especially that of the orange, which the little patient often takes most voraciously. The physician's aid is desirable, both on general principles and in order that any underlying or complicating disorder may be detected and treated. The writer draws from a consideration of the known facts bearing on the causation of scurvy in infants the inference that every child not breast-nursed might be benefited and to some extent safeguarded against this disease if, in addition to its bottle (and of course apart from that), it should receive daily, month after month, a small quantity of orange juice, from a few drops to a teaspoonful being given once or twice a day, between the bottles, in a little sweetened water or alone. All theories must be tested by experience, but this seems to be plainly justified by our knowledge of the manner in which scurvy is induced.

#### Manufactured Foods.

The recent discoveries concerning infantile scurvy have led many writers

to the conclusion that all manufactured, "proprietary" foods, whether they contain milk or some other nutritious substance, are always scurvy-causing, and that their use ought to be absolutely forbidden in every household. Recorded facts concerning infantile scurvy and past experience in infant nurture fail, in my opinion, to justify this sweeping condemnation. Such foods, including, of course, the various forms of condensed milk, are

liable to be followed by infantile scurvy, especially if used for a long time, and so their continued use in any case is to be watched with great care; but that these prepared foods have in numberless cases rescued infants who would have died on the diet which they supplanted, and that they are far safer than the innutritious milk which is frequently all that can be obtained in large cities, is a fact confirmed by common experience.

## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### Needless Fear of Bow-Legs Due to Walking.

To the Editor of BABYHOOD:

My little girl of fifteen months is I think unusually lively and active for her age. She has been walking since she was a year old and is perfectly well in every respect, except that it seems to me she is not quite as strong in her legs as she ought to be. I therefore try to keep her back from walking too much, as I fear she may develop bow-legs. Do you think that such a weakness is evidence of rickets? She is a good, hearty eater and was nursed by me for ten months. Now her principle diet is fresh rich milk and a cereal food, which she digests perfectly.

Philadelphia.

M. T.

You do not say why you anticipate bow-legs. The commonest cause of bow-legs is rickets—a disease characterized by deformities of the bone due to deficiency of phosphate of lime in

the bones. Your letter fails to give any evidence of the existence of rickets, except a vague fear that your daughter is not as strong in her legs as she might be. This, however, seems contradicted by your statement that she has been walking since she was a year old and is unusually active. Bow-legs is generally preceded by the other well-known evidences of rickets.

### The Effect of Oatmeal on the Bowels ; Proper Ventilation.

To the Editor of BABYHOOD:

My baby is eighteen months old, weighs 27 lbs., has 16 teeth and is strong and well.

(1) What food would you advise in place of H. O.? It makes his bowels very loose, and the hulls pass through them whole. I have tried straining it, and that seems to act just the opposite way, as he will pass nothing at all without an injection of glycerine. Wheatlet acts the same as the



unstrained H. O. He has 32 ounces of milk a day, in four meals, and with it in the morning, a soft-boiled egg or H. O.; at 2.30 either some kind of broth, milk toast, custard or tapioca pudding. If there is anything else in sight, he will not drink the milk, and quite often at eleven, when there is never anything but milk, he will drink only a little. Do you think he has too much to eat, or is he tired of milk?

(2) The size of our sleeping room is 14x20 feet, we have steam heat, there is a bay window and two others. The average night temperature in cold weather, with windows closed, except the one in which there is a board 4 inches wide, is 60 degrees. Is that enough fresh air, or how high should the window be raised?

*Springfield, Mass.*

F. H. B.

(1) We would suggest giving the strained oatmeal, with the addition of cream, increasing until enough fat is given to keep the bowels in order. We do not quite understand whether there are four meals only or four besides the 2.30 meal. In the latter case the amount of food is certainly ample.

(2) There is probably enough ventilation. The height of the board must depend upon the weather. In moderate, still nights the whole width

of the board may be raised, in cold, windy nights, very little, and so on.

#### Treatment of Colic.

*To the Editor of BABYHOOD:*

Can you tell me what is the best way of treating colic in a two-months-old baby? I nurse her, and my milk seems to agree with her in every way, and I am also very particular as to regularity in feeding. Nevertheless, she seems to be greatly troubled by colic, often crying with pain, drawing up her legs, and showing the usual symptoms of a child suffering with colic. Is there any medicine that can be given to so young a child? Should I be careful of my own diet?

L. S.

There is no "best thing" in the sense of a medicine; care of the mother's diet is a useful preventive. If the colic is attended with accumulation of gas, the discharge of the gas generally gives relief. If the gas seems to be in the stomach warm drinks, either simple water or water with various carminative elixirs (peppermint, anise etc.) assist the discharge. If the colic is in the intestines, then relief must be by the bowel. An enema of warm water, say a gill, generally starts the gas.

## ECONOMIES.

BY SUSAN H. HINKLEY.

### I.

It is always hard to imagine an ideal of life for humanity at large that is in any degree definite, for the simple reason that the ideals of all sorts and conditions of men must, in the nature of things, owing to wide differences of external conditions, vary essentially. We may safely say, however, that the ideal condition of man, regarded solely as a member of society,

is only attained when he has learned *how to use money*.

The fulfilment of this ideal, on first thought, would seem to be an economic rather than a moral struggle. As such, of course, it is handled by the average so-called socialist. With him it is a struggle that can only be ended by government intervention. The "Christian socialist" takes a more in-

dividualistic view and pleads for the regeneration of the social unit. However much wisdom there may be in the first solution of the problem, certainly it would never bring about any marked improvement in human welfare unless it involved the second. Therefore the use of money to the best of man's intelligence and ability becomes at once a moral obligation. As such it appeals more strongly to the average person than would an obligation toward humanity at large. There is always a vagueness about the principles of political economy to the untutored mind which makes such expressions as "supply and demand," "wages fund," etc., etc., convey an exceedingly indefinite meaning. To such persons I now address these words of commonplace common-sense.

George Eliot writes, in "Theophrastus Such": "It is a familiar example of irony in the degradation of words that 'what a man is worth' has come to mean how much money he possesses." One of the chief causes of domestic anxiety is, not what the mental and moral condition of the home may be, but just how much money there is in the family pocket-book. It is of course true that we can not live without due thought of the future, and forethought usually means a certain amount of anxiety, if not sordidness. Realizing, however, this danger of concentration of all interests in the pocket-book, we should live, as far as we can, so that we may, with safety for the future of our families, avert our attention occasionally from questions which involve our actual bread and butter. In order to gain this mental freedom and release

from the bondage of the almighty dollar, the first requisite is absolute independence of action. Many persons believe they are independent who in reality are living a life of abject slavery to Mrs. Grundy. The way others furnish their houses, dress themselves and their children, the amount they give to charities, the extent to which they entertain, the kind of food they eat and the way it is served—all these considerations enter far more into the minds of most of us than we realize, so accustomed are we to our bondage. Often we hear a woman say: "I live just as simply as I can, to live *where I do*." The last clause exposes at once the basis upon which she is living; not one she individually has chosen as suited to her means, but one established for her by the community. If such standards were set by those of limited means, one could as well follow them as assert one's independence; but unfortunately it is, as a rule, those of wealth who set the pace, which is sometimes a very lively one for those who are "trying to keep up." No one should debar himself from the privileges of a cultivated community solely because his external outfit is not in the uniform of the majority. So long as this is a habit of man, class distinctions will grow where they are most harmful, among the ranks of the educated.

Let us consider the various directions in which strict economy may be practiced, and comfort and happiness not only maintained but increased, by those to whom economy is a necessity. First we will look to the matter of housefurnishings. Here, of course, innate taste is a blessing not to be un-

dervalued; but in any case simplicity should be the law ruling all expenditures. Under this rule no one, no matter how defective æsthetically, can commit a grave offense. On the other hand, nothing is so tragic in combination as bad taste and money. Therefore, even if we are not naturally æsthetic, we have cause to rejoice in that we are saved from the excesses and absurdities of wealth in paying an inside decorator to "do" the house for us. The house that is overdone at the start is far less attractive than the one that at first is underdone, but gradually gains an individuality of its own, and at the same time suggests the personality and daily life of the occupants. Even the bicycle in the hall and the golf sticks behind the door, though they are not strictly ornamental, speak of health and happiness. Lavish expenditure in house-furnishing is perhaps the most foolish of all extravagances, since it caters almost wholly to a love of display rather than to the genuine comfort of those concerned. A dinner may be just as edible and attractive if the table upon which it is served cost ten as if it cost twenty dollars. A parlor is just as comfortable with a rug on the floor made out of an old carpet as with a new and expensive Daghestan. Of course, beautiful things are always a pleasure to the eye, and to those of especially cultivated taste they mean more than we always have the patience to comprehend. But until means become sufficiently elastic, so that these gratifications of taste are possible without worry either to the head or foot of the family, they had best be under rigid control.

I place next to an economy in house-furnishing an economy in dress, allowing a greater leeway for the gratification of taste in the expenditure on the person than on the house. In the habiliments of the person, as in the furnishing of the home, comfort should plainly be the primary consideration. Having given this due thought, however, in both cases, we should, whenever we find ourselves in possession of a surplus which may be spent in either of these directions, devote it to ourselves. That is to say, the beautification of the individual should precede the adornment of the habitat. We all know that a handsomely furnished dining-room ill suits, as a background, a shabbily-dressed hostess, yet this is not an uncommon scene where economy is necessary. Better a room of severe simplicity, if severity must prevail anywhere, graced by the presence of a host and hostess who do credit to the respective tailor and dressmaker. "Fine feathers do not make fine birds," but no more do poor feathers. There is, it is true, a popular delusion current that an indifference to dress indicates somehow, somewhere, a strength of character; a belief which gains credence from the fact that the genius is often careless in details of dress, and the righteous man so absorbed in higher things as to be indifferent. This obliviousness to appearance, however, is the unfortunate characteristic, not the cause, of genius or of goodness. Furthermore, genius is rather too prone to flaunt its idiosyncrasies of garb to enlist our sympathies with its vagaries. Again, though there is an indifference to appearance which is likely to char-



acterize the saint, there is also an unconcernedness that points toward a very earthly inertia. While there is a want of regard for externals that indicates an innate freedom from the restraints of fashion, there is a spurious imitation which parades its eccentricities more to attract than to avoid the eyes of men. While we pardon the deviations of genius, while we respect the obliviousness of the high-minded, and recognize the free spirit that has no comprehension of pomp and fashion, nevertheless we must not fancy that ill-fashioned or shabby garments, by some converse process of reasoning, prove the existence of these superior qualities in the wearer.

Carelessness in our own dress does not necessarily indicate on our part high moral development; and it certainly shows the reverse condition when it is manifested in the dress of our children, who, puppets as they are in our hands in this respect, should never be made victims of hobbies either hygienic or moral. Assuredly, there are no more pathetic little figures in any community than those children whose parents, either through indifference to appearance, or devotion to a theory, oblige them constantly to "feel different from other children." There is a tragic meaning in that phrase to many a poor little victim, for the natural desire of the normal child is to look like others. It is not till later in life that the morbid desire dawns to be conspicuously dressed.

A careful consideration of fashions, as to which are fleeting and which likely to prove most lasting; wise forethought in planning for the com-

ing season when making purchases for the present; not always buying "the best material because it is cheapest in the end"—all these practical considerations tend more toward producing the well-dressed family than does the well-filled pocket-book. Of course manual dexterity is not for a moment to be underrated in this connection; yet, while not undervaluing the feminine arts, I must frankly admit that I believe this capability, when highly developed, is more often misused than used by womankind. Over and over again, women who can accomplish feats with the needle perform elaborate and useless work, which oftentimes is not even as pretty as the simpler, and, except in cases of great strength or abundant leisure, is always an enormous drain on physical as well as mental powers; for irritability is an almost certain sequence of protracted hours of bending over such work, when fresh air and change of scene are the desideratum. Consequently, though skill with the needle is an undoubted blessing when rightly used, I do not think it by any means as important in the economic management of the family funds as is commonly supposed to be the case. On the contrary, I believe it to be an edged tool, upon the wise use of which depend the health, happiness and personal appearance of the family. Therefore the so-called "incapable woman" need not lament her lot, as she has usually been taught to do, for if she have a well-balanced physical and mental make-up she has a far more valuable dower to bring to her husband than if she were a prodigy of domestic ability, but lacked this sanity.

## NURSERY HELPS AND NOVELTIES.

*Mary's Calendars.*

The conscientious mother, disliking to resort to "bribery or intimidation" to induce her little people to faithfulness in the performance of the daily tasks assigned them, is often at a loss for some impulse more potent than her oft-repeated command to accomplish the desired result. An automatic reminder of childish duties which shall take the place of the eternal "Johnnie, don't forget" is a boon indeed. To meet such a need a little device which I am about to describe was hit upon.

When Mary entered upon her eighth year it was decided that she must now assume the responsibility of keeping her own room in order. Of course the thorough weekly cleaning was done by stronger arms; but each morning Mary was expected to air and make her little bed, tidy up her bureau, and see that her room was in perfect order. At first the child did her work gladly and well, and was very, very proud of the new accomplishment; but soon she grew careless, and her room too often presented an untidy appearance. Repeated reproofs proving ineffectual, I finally adopted another plan. A pretty calendar was secured and hung up conspicuously on the wall. The assistance of papa, who, when he returns from the city at night always tucks his little daughter away in bed before coming down to dinner, was secured. Each night as he took Mary to bed he would cast a critical eye about the room and then mark Mary's calendar for that day. If he found the room in perfect order, "E," for excellent, was written upon that day's date. "G," for good,

and "B," for bad, marked lower grades of attainment.

Mary has the greatest respect for papa's judgment and prizes his commendation, which is never lightly given. So the new plan worked like a charm. Mary at once had a new pride and ambition. Each morning her task, not a light one for a seven-year-old, was attended to with enthusiastic thoroughness. It was very seldom indeed that papa put a less satisfactory letter than "E" upon the calendar. So thoroughly were habits of neatness and order instilled into the little girl by the long winter's training under the "marking system," that this year she requires no calendar to remind her of her duty. Her room is always in order.

But this winter a calendar hangs in the bathroom and a little pencil over it, suspended by a tiny blue ribbon. It proved too hard for Mary to remember her prescribed toilet regimen: each morning before breakfast to bathe face and neck in cold water, gargle her throat, brush her teeth, etc. After many forgettings a calendar was once more called to our aid. Mary now marks it herself, drawing a line across the proper date each morning after her prescribed ablutions are performed. The calendar reminds the little girl of her duty and tells mamma that it has been performed. Both have a pardonable pride in the long, uninterrupted row of crosses.

Children like such devices as this. Much of the success of the kindergarten lies in the fact that she commands the children in terms that please

their fancy. She does not say, "Keep still, children," but, "Now let us lock up our lips," accompanied by the simulated action. The same principle can be applied in the nursery in countless ways. Every means which elim-

inates one more "Do" or "Don't" is a help toward the attainment of serenity and happiness in the home. Hence the success of Mary's calendars.

E. B.



## BABY ATHLETICS FOR A WEAKLING.

### II.

Since the little body was too feeble to act for itself and to get up heat by its own activity, the effect of exercise was gained by outside means until the vitality was raised to the point of spontaneous activity. The monthly nurse began treatment by rubbing him with a soft unctuous palm, to prevent chills and to soothe him to sleep. The idea was taken up and developed into a system which really became the main dependence for bringing to life the feeble organism.

From soft rubbings, kneading, and the various manipulations of massage, Otto came to enjoy a smart slapping, and would rebound to a blow that would make another child flinch. Frequent oil-baths, or rubbings with olive oil after the morning bath, and a constant diet of cod-liver oil furnished lubricants for the infant athlete. In regard to food, the utmost vigilance in sterilizing milk, water, and whatever was given for nourishment or drink, was never relaxed until after fourteen months. A very important feature in the regulation of the diet and digestion

were the hot-water drinks from the bottle. To tide over a long interval between feedings at night, to give the stomach a rest after any disturbance, and in many other ways they supplied a need, and fixed in grateful memory the grandmother who gave the idea from her own experience.

The first six months were full of anxiety. The struggle was going on and many times it seemed doubtful which way it would turn. Eczema trouble with the attendant affliction, boils upon the head, constipation, a touch of bronchitis, all worked together to keep back the strength, and prevented progress in activity. The nurse was more than the physician during this period, although the latter proved useful in relieving the stress of both mother and nurse in times of discouragement. "You have done admirably," was the reassuring verdict; so the responsibility was lightened, and, for the rest, a pile of *BABYHOOD* volumes, a medical book, the advice of knowing friends galore—all proved useful in confirming the established system of



treatment, which was persevered in to the end. It proved that growth and muscular development were all the time going on, and the little body becoming capable of generating its own heat by increased functional activity.

After six months Otto took himself in hand, and began to kick and gambol like a kitten, with a new-found pleasure in existence. In his eighth and ninth month the muscular development was ahead of that of many children of his age. People would ask in surprise what made his hands and arms so firm, and his body had nothing of the flabbiness of a delicate infant. It seemed like a regeneration when the symptoms of disease passed off, and the child showed the all-round development and vigor of perfect health. At one year there was no trace of the weakling, excepting the somewhat backward teething and the necessity of a carefully prescribed diet.

After fifteen months Otto was treated very much like any other healthy, well-regulated baby. Scientific training is good for them all, of course, and Otto was so schooled in his *régime* that even the boyish inclination to break rules in feeding was lacking. Food always came at stated times, and he ate enough—no more—however much might be in reach, and seldom was known to ask for food even when fretful from long abstinence. The wholesome noon nap was kept up with no other care than putting him to bed in a darkened room, and even at this date—three years, ten months—it is very seldom omitted.

Otto's natural activity and skill in boyish sports have taken the place of

any artificial methods of physical culture. His record at this time is in every respect quite equal to the standard for his age, and few children are more free from any tendency to ailments of any sort. He has been and still is the subject of many interesting studies. A few notes only from the athletic record may be here given to show his elasticity, which is trusted as his best safeguard, although he is very rational in caution and self-protection.

Of tumbles Otto has had his share, and he doubtless has taken more risk and venture than is advisable. A mother whose ancestors climbed masts, dared breakers, and braved the stormy seas, feels less alarmed than another might feel when her baby plunges over the footboard of the bed to the floor, or turns a somersault over a barrier, and goes half-way down a flight of stairs. Of course, it is not always wise to permit such things, but Otto weathered the shock of many such an accident and sustained no more injury than would a rubber ball.

Racing down hill was an exercise much indulged in at the terrace home. Otto became an expert, being in knickerbockers at two years. Dragging a cart after him was an experiment which resulted disastrously a few times, when a much scratched boy emerged from under the cart wheels. Not at all daunted by failure, he persevered, until he could make the entire two blocks to the foot of the slope, with the express cart close following the swift-flying legs.

Playing ball with older boys is doing much towards keeping the symmetrical development. Otto is noted

for throwing as well with the left hand as with the right.

The delight of shouting for an echo is one of the privileges of the location, and the splendid exercise of unrestrained vocal culture at an early age will be a life-long blessing to the little fellow.

The picture of Otto before us as we write is the young patriot racing back and forth on the terrace, shouting to the tune of America, while waving the flagstaff and gazing rapturously at the American flag floating in the breeze.

HANNA OTIS BRUN.

*Stanford University, Calif.*



## OCCUPATIONS AND PASTIMES.

### Red-Letter Days.

All who have little ones are interested in making their holiday seasons bright and happy. In my own home each festival day has grown to be so associated with its individual customs that we do not dare to deviate from them, unless it be to add something.

To begin with St. Valentine's Day:

We do not wish to seem watching the mails on that day, lest others may note our disappointment. Yet who does not love a valentine? When I told our little ones the meaning of the day, they expected, of course, to get some valentines. In order to shield them from disappointment, which is bitter both to young and to old, I adopted the following plan. Having been a collector of pictures, I select about six apiece, according to their individual tastes, and on them write the names of the children. When they are not looking, I slip one under the door, and either knock or leave the "letter" for chance discovery. Then with what pleasure and with what suspense they hear me read the name! It makes a

happy day for them, but I shall have to be more clever in future, as they have begun to suspect who is the giver.

All Fools' Day, it may readily be surmised, is well celebrated in the conventional way. In fact, any time throughout the year we may expect to hear "April fool!" after they have played some trick.

Next comes the beautiful season. This is a fitting occasion to explain how nature sleeps all through the bleak winter, to burst into radiance and bloom at Easter time; how the birds and flowers begin to return to us; how the caterpillar weaves about itself the cocoon, to sleep for a season, and then to burst forth a new creature of beauty. All nature seems teeming with gladness and blossoms forth into new life "at Easter time." And with these thoughts I interweave the old myth of the Easter bunny who rides on a moonbeam over the world, leaving beautiful Easter eggs for good little people. But they must be asleep, lest they frighten the bunny away. They place their caps in chosen cor-

ners, to serve as nests for the eggs; and then, when morning comes, they find not only the eggs, but perhaps a mother hen or a bunny watching over them, or a fluffy little chicken hovering near.

There are many ways of coloring eggs, but one of the simplest, and one the children always enjoy, is to wrap the egg in onion peelings and boil a short or long time, according to the shade you wish to produce. It varies from a light tan to a golden brown, with all the shades between. On this as a background, you can with your pen make interesting sketches of chickens, bunnies, foxes chasing bunnies, butterflies, etc., in never-ending variety. It seems a great marvel to the children how pictures can get on the eggs. This day is a great favorite and is looked forward to almost as much as Christmas.

In April comes the first birthday of the year in our family, and in describing it I describe the way we celebrate them all. In selecting gifts we do not aim to give elaborately, but try to follow the true spirit of giving, which is to consult the individual tastes of the one you wish to honor. We find that a tablet and pencil, colored pencils, a potted plant, a bottle of mucilage and similar little things reach a place in the heart of the child, and lead him into the developing of his talents and into a love for the beautiful, that more expensive presents may fail to do. It is pleasant to give the child's month-flower. In this case it is an English daisy and a pansy, for which a love has grown that will remain with him through life. At tea time the "party-table" is set, with perhaps a place for

a little guest. There is a big cake, frosted white, and upon this frosting appear various decorations, according to the age and interests of the child. Once we had six candles, one for each year of his life; again, seven small flags; again, five little dollies for the lady-girl; and for the baby four sticks of peppermint candy and four chocolate drops. It is a never-failing pleasure for them to guess what they will find on the birthday cake. They may give a piece to whomsoever they may wish. One year a student near us was just convalescing from the measles. Our boy said to us, "He is away from his mother, and sick, and I want him to have a piece of my cake." We were pleased to see this sympathetic spirit, and try on all occasions to foster within them the spirit of kindness to others, especially to those who are lonely and needy.

May day is beautifully celebrated in some localities. The first day of May brings many a ring at the door bell of the happy home where there are children. The giver runs away, but at your feet lie bunches of fragrant wild flowers, baskets of flowers and grasses—anything beautiful and blooming. One's nature cannot but be sweetened by these fragrant offerings. It creates a love of the beautiful in Nature; and there are few hearts that are locked against the ministry of flowers.

On Halloween they can scarcely wait for the shades of evening, that they may watch through the shutters for those who play the tricks. Yet they never fail to jump when the rain of corn comes, although they know just what to expect.

On Thanksgiving Day they learn



the story of first Thanksgiving day, long ago. The kindergarten teaches some very pretty songs at this season. Over our turkey we tell what we are most thankful for. Often a little one will say he is most thankful for the turkey. But it helps to make us "count our blessings," and to be thankful for an unbroken circle of loved ones.

Christmas deserves a chapter by itself, and I may some day describe the way we celebrate it. But on all festive occasions the best feature is the ease with which the children can be taught the spirit of giving. There are so many ways in which this spirit can manifest itself! As soon as they learn the outline stitch, doilies, sofa-cushions and various useful and fancy articles lie within their range. The over-and-over stitch learned, and there is the nice quilt that can be made for grand-

pa and grandma, far away, to remind them of the little fingers that worked for them and the little hearts that love them. And how proud the children are to feel that they can *make* their presents. In the light of their own efforts, they can the better appreciate what is given to them.

These anniversaries are perhaps not noticed to the same extent by many families. But happy are the children who can carry the fragrance of these childish recollections into their future lives. They will "pass them along" to other little hearts that will hold them as dear. It takes so little to make a child happy! Is it not worth our while to make a study of his natural bent, and to correlate all we can of art, literature and nature, to make bright these gala days of youth?

JESSIE EWING STOKES.

## A PARENTS' AND CHILDREN'S CLUB.

At the recent meeting of the Michigan Congress of Mothers, at Detroit, Mrs. Bernard Ginsburg read an interesting paper on the subject of drawing parents and children nearer together by means of a "Home Club."

Mothers' clubs, she said, have done much to bring together the mother and the child, so that to-day mothers visit the school and know what their children are studying; but the father is still without the circle. He will not attend the club meetings unless we try to make the home the meeting-place, where the parents and the children shall be the members. At least one such experiment has been made and

has existed long enough to warrant a decision either pro or con. The family in this case consists of the parents, two young unmarried aunts, an eight-year-old son, and two daughters, aged respectively five and three. During Thanksgiving week, in 1897, mamma conceived the idea that, in accordance with the spirit of the times, a little club could be formed among the members of the family, and that the membership should be restricted to these. The family assembled and elected a president to hold office for one week. The honor was conferred upon mamma, and she at once announced that the club would meet three times a week,

immediately after supper, for programme work, and once a week for the election of a president. No parliamentary ruling, other than a formal call to order and good discipline, was attempted. The plan outlined consisted simply of a request that each member of the family be prepared with something to say, recite, sing or read for each meeting, and members were requested at the next meeting to choose a suitable name for the club. The older children at once grasped the matter. The name chosen at the next meeting was "The Home Circle." Papa and mamma had to prepare numbers for the meeting just as did the younger members of the family. Luckily for all, the occasion furnished ample material. The two older children spoke on the subject, "The Landing of the Pilgrims," while the youngest child, with very much dignity, told what was equally important to her—the story of "Golden-Locks and the Bears."

It matters little what the older members of the club furnish, but it is worth while noting, speaking generally, that to make such a club a successful institution, the older members must bring to it the same enthusiasm, the same dignity, and the same honesty of purpose, which ought to characterize a society of adults. Nothing but illness must be allowed to interfere with the time for meetings. To the student of child-development these meetings become a source for much reflection. One is surprised to see with what grace the little ones respond to the programme.

The children must not be drilled for these meetings; they must rather be

unconsciously led to observe and think during the day, and then to voluntarily perform their parts. The different numbers on the programme show clearly the different stages of mental development represented by the different ages of the children, just as the programmes from week to week show the development in the individual child. The fact that each one is responsible for a number on the programme not only cultivates a power of expression, but inculcates a spirit of attention and mutual helpfulness. With a little tact the older members of the family can direct the tone and topics of the meeting. Begin with the subjects nearest you, and the children will soon see that their own work at school, or perhaps a walk outdoors, can furnish to them topics for discussion. Special occasions, like national holidays, are always made special subjects. On Washington's Birthday the programme was given entirely to the children, who acquitted themselves in a way which would have been becoming to the older members. Subjects which cannot be profitably given at one meeting are continued for two or even three meetings. In this way the Cuban question, our government, our military and naval schools were topics to which the older children gladly listened.

During the winter, in the club under consideration, Lowell, Longfellow and Froebel were not forgotten. Guests were always welcome at the meetings, but were requested to take part in the programme. That the experience gained has been helpful to the children, says Mrs. Ginsburg, cannot be doubted, but the greatest gain has come to the parents, who are con-

scientiously and willingly studying their children. Here they can see exactly what their children are doing, and here is a good opportunity for helpful criticism. Praise and censure must, however, be administered in the same dignified manner.

In this busy world and in this busy age, concludes Mrs. Ginsburg, shall we find no time for our children, shall we

not gladden their souls with companionship even more than with toys, food or clothes? Shall we not make them feel that if we can give to others, they shall be the chosen ones? And shall we not feel that, if God has blessed us and surrounded us with these young lives, we are willing to learn from them? How many parents look upon their children in this light?

## CHILDREN'S FRIENDSHIPS.

It is not given to many lovers of children to look at their relations to their elders from the child's point of view; indeed it may be doubted whether we can ever know, except from analogy from our own youthful experience how children see us and, let us add, each other. A recent writer in the London *Spectator*, however, approaches the subject with a rare insight into the workings of the child's mind.

We need not consult, says he, the biography of the author of "Alice in Wonderland" for evidence that he understood the way to win the affections of little girls like Alice herself. He began, as we read, by being serious and polite; his manner, as all who knew him will remember, was composed, even to a certain primness of demeanor, and the humor which lay under the surface was reserved for the hours of matured confidence, and never exhibited as a means of attraction in the early stages of acquaintance. "Grown-ups," and especially men, are at a great disadvantage in winning the affections of children, for the latter are critical over a wide range, and only appreciative over a narrow one; where-

fore those who seek their regard, and ultimately their affection, have ten chances of making a blunder against one of scoring success of the positive kind. The greatest mistake of all, perhaps, is to try to be amusing. An error in all cases where the speaker has not got the social measure of his company, it is nowhere more coldly received than by children, who have in perfection the art of being severely literal when they disapprove of a joke, are intensely sensitive to being laughed at, easily interpret what they only half understand, as "chaff," and only like people because they are "nice," and never because they are clever.

They are, as a rule, shy of accepting services, partly because they do not like it to be thought that they cannot do things for themselves; and are vastly careful, if they do, that it shall not be looked upon as involving a claim on their regard. When they discover for themselves that a grown-up is not only friendly but useful, foundations for solid affections are often laid. But the benefits conferred must come impersonally.

And those who can carry this at-



mosphere of good will and services as part of themselves, and inseparable as the shadow under a tree, find that children unconsciously gather to them. Then, if they pass the final examination which the closer relations render possible, they may be rewarded by warm, and even adoring, devotion, which lasts sometimes beyond the time "when stream and river meet."

Though it often passes away after childhood, the affection of children for their elders outside their family circle has an advantage over that between maturer friends. Once won, it is easily kept. Little hearts, once unlocked, are ever open to the magic key, and eager to see and to add spontaneously fresh merits to those who have engaged their love. They are perfectly true, and distance does not diminish their affection. Surprise and joy will almost overwhelm them when the object of this uncovenanted affection reappears suddenly after absence. The signs and tokens of emotion are perfectly spontaneous, and often most prettily expressed, and the chances are in favor of this deep affection having for its object some grown-up friend, and not a child. "It's my beloved Uncle Tom!" exclaimed one little girl, her face quite flushed with emotion, as the happy object of this attachment (who will never see fifty again) suddenly presents himself to an adoring little niece.

#### **The Power of the Story-Teller**

Women have an advantage over the other sex in the general competition for the liking of children. They are gentler, they are more attractively dressed; and children are particularly

sensitive to color and texture in dress, hating things harsh to touch; the women are much easier to make companions of—at the start—and do not seem to be doing it "on purpose." Later, men friends have perhaps equal chances; for they are acknowledged to be almost the best children's story-tellers, and this is a mighty power, potent over their minds and affections. For the gifted child's story teller, master of his art, will provide all the material for their fancy to play with daily and improve upon. He will create a whole world, not necessarily a large world, but one which will satisfy all their powers of imagination, people it with other children and animals, who do as he wishes, think as he desires, and are identified by his hearers with themselves and himself in a way which must create the closest bonds of mutual interests and responsibilities. These are not fleeting impressions. Greater (in their world) than those who make the songs of a nation are those who provide the stories for their children friends. For these stories, once made, are never forgotten. They are repeated by request, as often as the maker will provide them; the characters may develop, but must remain the same, for good or bad; and the best-beloved children, animals, or others in these epics of the nursery may be as edifying and didactic as the teller likes to make them. If their united example tends to incline his hearers to regard the author as a person deserving of their affection, who can blame his artful rhetoric? Its object is to please, and by pleasing to gain its reward, the liking of the listeners.

The love of children won by elders

who are neither parents nor close relations is a special compliment, because they cannot compete with children in that physical beauty which has so great an attraction for other children. This is the direct and spontaneous motive which induces love, almost at first sight, between young children themselves. Yet, except in the case of young and lovely women, we can hardly believe that children see much beauty in their female elders or in men at all. The point of view from which they see us is against this supposition. Those who are blessed with good looks are too tall, in comparison with them, ever to be seen to advantage. To be looking up at giants, seeing their features foreshortened from below, the least becoming of all points for the human face, cannot give them a pleasing impression. Neither do we see the beauty of children to the best advantage as we look down on their faces foreshortened from above. That is why the beauty of pretty children always appears irresistible when they are in bed, and their faces seen as they lie on their pillows, or even in sleep. The astonishing beauty of some children at such times passes that of any other human creatures; it is a faith freely confessed by those who know it, and one to which those who do not succumb with the frankest and most ungrudging candor.

#### *The Child's Love of Beauty.*

But the effect of this childish beauty, great as it is upon us, is magical when seen by one young child in another. Where both children are beautiful

there is perfect adoration; for so much beauty, and so little to detract from it—and very few little girls of from three to six or seven have many failings—strikes them as denoting almost perfection. The physical fact that there is no disparity in size, that they look level into each other's faces, and see in the other those gifts of beauty which they are accustomed to hear their elders so frankly praise, combined with those qualities of daintiness and refinement for which they themselves have no name, but which they value at their true worth, makes an irresistible appeal to their love. Children who are so happy as to enjoy such companionship live in a kind of fairyland. They have almost the reality of the fairy in their friend, and fancy and imagination, intensified by the suggestions of the other mind which unites in make-believe, supply the rest. These cases of love at first sight between children do not lead to camaraderie of the enterprising kind, the partnerships in activities in games, or gardening or romps, but are contemplative and quiet. They are content and happy to be in each other's company, are often almost embarrassed when they meet, love walking together hand in hand, and find more to say of each other when parted than to each other when together.

When the ages are different the spell of beauty is no less potent, and is acknowledged in the frankest and most delightful manner. Very little children who are beautiful are adored by those a few years older, and nearly always return this in kind.

## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

*The Teeth as Affecting the Eye-Sight.*

It is not a generally understood fact that the condition of the teeth has much to do with the health, beauty, and usefulness of the eyes, says the Family Doctor. That an ulcerated tooth will often cause extreme inflammation of the eyes is true, and a case is reported of almost total blindness caused by the teeth crowding together. A half-grown boy who had complained of almost incessant uneasiness in his jaws, and had been visited with periodical attacks of the most violent toothache, retired one night in his usual condition, but upon awakening the next morning it was discovered that he was blind. The eyes presented a most unnatural appearance and the countenance was strained and distressed. After a good deal of investigation it was decided to remove some of his teeth and see if this would afford relief. Six teeth were extracted and the boy given sedative treatment. After a few days the sight became normal, and there has been no return of

the difficulty. Children who appear to have too many teeth should be carefully looked after, especially if they complain of their eyes in any way. Sometimes the symptoms are only secondary, but an acute diagnostician will speedily detect the exact state of the case.

*Constipation in Children.*

Learn to breathe habitually through the nose and not by the mouth, says the Medical Record. Children ought to be taught this habit when they are young. The nasal passages act as a filter for the inhaled air. Much atmospheric impurity and even disease germs, which would otherwise enter the throat and lungs, then get arrested and expelled in the nasal mucus. Hold the body erect and avoid constrained positions of the chest, or a habit of shallow, listless breathing when at rest. Take a long-drawn sigh at intervals, to expand and contract the lungs, and so preserve chest elasticity and capacity.

## THE MOTHER'S PARLIAMENT.

*Begging in Disguise.*

—How many parents would permit a child to take a subscription paper among neighbors and friends to obtain money for the purchase of a desired article? There are surely few but would oppose such a suggestion and forbid its fulfillment, yet something very like this is frequently done. It is not called getting subscriptions for a gift—no! it is called *earning* a present by getting up an order.

It is, if we seriously consider the subject, not legitimate business, but a species of mild blackmail. This is the way it is done: A child wants a watch, a bicycle, or any other article which the parent does not or cannot give him. Some one says, "Why don't you get up an order and earn one?" A list is made out of such friends and acquaintances as may be expected not to refuse on the score of friendship, or because "we buy goods at their stores," and the child is started on his or her



canvassing tour. If failure is met with, and the idea is abandoned in despair, no great harm has been done, but the cases of failure are very few. Many people give an order to the child "to help him out," for social or business reasons, or to avoid being thought "mean." The child experiences little difficulty in getting his order, and the "gift" is received. When a new desire looms up on the horizon, the child starts on another round of canvassing. Those who disapprove of this method frequently endorse it by purchasing, even when the goods offered are undesirable, for one of the above-stated reasons or because, having bought of Mary, it is scarcely fair to refuse John. Few housewives enjoy being called from their duties or pleasures to be interviewed by agents, peddlers or old-clothes men. The complaint is frequently made that these are so insistent and, in the event of failure to sell their wares, impertinent, that some remedy to mend their manners and reduce their number is eagerly longed for. Do we want our children to join their ranks? Are we training them for house-to-house agents or canvassers?

Let us consider another side of the question for a moment. Very few firms are in business except to make money, and we may be sure that the "gift" as well as the goods is paid for by you and a profit made on each, otherwise the business would come to a speedy end. One of the arguments used in favor of such gift enterprises is that the worth of her money is given the consumer of the goods, and the present is given the canvasser as payment for sending a wholesale order. But a single box of soap is hardly a wholesale order, and I would ask the

purchaser of such wares if in every case she has been satisfied that she received a fair equivalent for her dime, quarter or half dollar? P. T. Barnum is credited with saying, "The American people like to be humbugged." Do we want our children to participate in the humbugging process even if not understanding it? When they grow up and enter the business world they will find that real business does not consist of gift schemes, neither does depending upon friends to purchase goods to "help us out" make a good foundation for a successful mercantile career.

If we are going to allow the children to continue in this field, let us not call it earning, but let us call it by its right name—begging.—*Maria L. Winchester.*

Should not Mothers Nurse their Own Children? —A child's future is always supposed to be nearest to the true mother's heart, yet physicians, especially in the hospitals, observe a growing desire on the part of mothers to feed their little ones artificially rather than in the way nature has provided. If the family cannot afford or secure a wetnurse, the child is fed on the bottle. There are abnormal conditions when this is unavoidable and the child must be fed artificially, but it is not of these that we complain; it is of the woman who thinks to save herself discomfort by refusing to nurse her own child.

The organism of the human body is so delicate that, although nature performs wonderful miracles in healing injuries, there will always remain a scar. Nature provides the proper nourishment for the undeveloped body, and man cannot counterfeit nature

Therefore, if some part is not developed as nature intended, the organism suffers. And this suffering involves both mother and child.

When asked why he did not explain this to mothers, a prominent physician said, "It would make no difference to the majority of women. They would insist that a wet-nurse was just as good. If the child is fed, and lives and is pretty, they feel that their responsibility is ended." And women are talking about woman suffrage when

they are not willing to perform the duties that are theirs by natural right! It is a common thing nowadays to hear mothers complain of ingratitude of children. Many tears are shed and many gray heads are bowed in grief and shame over the waywardness of boys and girls. But before you lay the weight of blame upon the children, look back to the time when they first saw the light of this world. Were they always welcomed? Did you love that tiny creature then as you ought to have

## Vitality

Many children while *appearing* strong and rugged really have little vitality. Other things being equal the child with the most vitality is bound to have less sickness, and what sickness there is will be of a mild character. Mellin's Food gives vitality; it nourishes every part of the body and furnishes material for proper growth and development, and this results in vitality and vigor.

## Mellin's Food

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loved it, when you were young, strong and full of hope? Or did the care of the new-comer vex you, and were you anxious to leave it to others that you might be free? If you broke that law of nature, your punishment was deserved.

Every mother with little lives depending upon her must think about these things. She can make or mar a life. The responsibility is great, but the reward is greater. In the barbaric ages the refusal of a mother to nurse

and care for her children was unknown. The mothers were natural. All they lived for was their children. To-day, as always, the performance of a mother's first duty is necessary for the welfare of the future generations. When the best thing in life, the love of a mother, shows signs of undergoing a change, then, indeed, modern civilization is a failure. All right-minded women should do their best to stop this evil, and to live the lives they were born to live.—*Ruth Raymond.*

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### A TESTIMONIAL.

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## HOW CHILDREN LEARN TO WALK.

### I.

The first steps taken by a child are watched with an interest which scarcely any other action in its early life excites. And the parents' joy at this important event is not unmixed with a certain fear. Indeed, as we watch the little toddler, helplessly stretching out his arms in his frantic efforts to steady himself, our first impulse is to discourage his feeble attempt at walking, from a dread that he may in some way injure himself.

Now, one of two questions, according to circumstances, is almost universally addressed to the family physician by anxious young mothers of children who have reached the walking age. One is, "Why does not my baby begin to walk?" the other, "Can it hurt my baby to walk so early?" In answer to the first it may be said that a delay in walking does not necessarily imply physical disease or weakness.

We have frequently pointed out, in reply to questions addressed to BABYHOOD, that a child's disposition may be one of the causes of such a delay; courage and self-confidence make the infant forward, while timidity will make him backward. The example of others, especially older, children stimulates the enterprise of an infant;

while, on the other hand, too constant attention from nurses relieves an indolent child from the necessity of exertion. When the tardiness passes beyond the ordinary limits, it may be due to some weakness, either natural to the child or perhaps the result of some definite disease. Any severe ailment may entail such debility as to interrupt the natural development of the child in this direction. Even the process of dentition may have such an effect. Many times the writer has been told at clinic that the child, who had already begun to get about, "lost his walk," as the result of teething or of some disease. Moreover, any lowering of the general condition, without a special fit of illness, may have a like result. Sometimes a paralysis of limb may be at the bottom of the trouble, but this is likely to be recognized from the illness that preceded it, or from the powerlessness of the limbs for other purposes than walking. So, too, injuries, such as fractures and dislocations, have sometimes been overlooked, although it would hardly seem that they could be, by persons of ordinary observation and intelligence.

To any one anxious about the tardiness of a child in walking we would

say, first of all, do not hurry and do not worry. Try to ascertain if the child is well as to his digestion, nutrition, sleep and all the matters that go to make up good general health. If you are convinced that your child is in perfect health it will be perfectly proper to encourage him, as the tardiness is probably due to mental peculiarities alone. Observe, however, closely whether he uses his lower limbs freely and strongly when sitting and lying, and whether he uses the two with equal freedom and force. If he does so, the limbs are probably sound. If the examination leaves any doubt in your mind, ask your family physician to decide the point for you.

As to the fear that a child, by beginning to walk too early, may injure himself, it may be said, in a general way, that the injuries attributed to early walking—bow-legs, knock-knee, and weak ankles—while consequent upon walking, do not literally depend upon precocious walking. They are due rather to the fact that at the time when the child properly should have been walking his bones were not in a healthy state. Even when a child thus afflicted makes no attempt to walk, but keeps upon "all fours," we sometimes see the arms become distorted in place of the legs. The deformities and weaknesses mentioned depend upon the peculiar constitutional condition known as rickets. This manifests itself in various ways, but most strikingly in the proportions of the earthy and organic constituents of the bones, by which the latter lose their natural stiffness to a greater or less degree. Now, this condition is most commonly

developed between the ages of five or six months and two years, the period within which the learning to stand and to walk usually occurs. If the bones be softened from rickets it follows that they will be very likely to bend more or less under the weight of the body, and, if nothing be done to prevent it, the bending will gradually increase until a striking deformity results, which will be made permanent by the hardening of the bone that ultimately takes place. The place in which these curves occur, and the directions they will take, depend upon various circumstances, such as unequal degrees of softening, and the way in which weight and muscular force are brought to bear upon the bones. In knock-knee the bending is such that when the knees are placed together the ankles remain apart; in bow-legs the reverse takes place—the feet can be brought together while the knees are separated. Of course every degree of these deformities may be found, and, further, the curves often take place in more than one direction, giving to the limbs a peculiar twisted appearance. This is particularly true of the lower part of the shin-bone, which often bows outward and forward at the same time.

The phrase "weak ankle" generally means an ankle that is not firm in its support of the body by reason of relaxations of the ligaments, particularly those on the sides of the joints. Occasionally we see a weak ankle which is such by reason of a general flabbiness of the tissues, the muscles of the leg which moves the foot sharing in this weakness. There is a knock-knee also due to relaxed ligaments, but it is

not very common in children, being usually acquired later, as a result of injury, or of some peculiar occupation. A form of bow-legs, too, is very similar in its origin, but this is not the form most common in children. Still, as we have intimated, if a child were urged to walk before his joint tissues were strong enough, deformities of this sort might ensue.

In a general way, however, we may say that a healthy child, if he be not urged to walk, and be not placed upon his feet by well-meaning but mischievous friends, will not walk too soon; by the time he has gained the skill to balance himself he will be strong enough. When we are asked, as we frequently have been, whether a child only eight or nine months old, who already

showed a great inclination to stand, should be allowed to do so, our answer is that a child of such an enterprising temper could be restrained only with very great difficulty. Therefore, if the parents felt certain that the child was in good health, they might let him do as he pleased, but should not encourage him, a watchful eye being kept on him all the time, to see whether no danger resulted from the walking.

The duty of the parent is to make sure, if possible, that the child is healthy. If there be any suspicion of rickets he should be prevented from walking, and while given all advantages of air and sunlight, with proper dieting and treatment, directed by a physician, he should be kept as far as possible in a recumbent position.

## COMMON CATARRHAL AFFECTIONS: THEIR CAUSES AND EFFECTS.

BY DR. SEYMOUR OPPENHEIMER,

*Nose and Throat Surgeon to Bellevue Hospital; Nose, Throat, and Ear Surgeon to Yorkville Hospital, and Lecturer on Diseases of the Nose and Throat, University Medical College, New York City.*

### II.

Children are so apt to place small articles into their nose that we sometimes find a dried pea, piece of slate pencil, or any variety of articles, obstructing the nose on one side. This is usually put into the nose without the parents' knowledge, and will remain a long time without giving any evidence of its presence; but after a time the delicate tissues will become inflamed and swollen, and partial mouth-breathing will result from the nose being obstructed on one side.

Finally we may mention as a cause of mouth-breathing, simple habit. From sleeping with the head thrown too far back, the lower jaw drops, and, as a natural consequence, the child draws in the air through the mouth. This pernicious habit may be formed as a result of any of the causes of mouth-breathing already mentioned, and the child, from its long experience of breathing in this way, may continue to do so for a considerable time after the nose or throat become normal. It



seems hardly credible that disease and changes in the body and mind of young children could result from breathing through the mouth instead of the nose, but, nevertheless, mouth-breathing is a frequent cause of disease in children, and it is the duty of every parent to prevent it by proper treatment of the nose and throat.

We have already seen why mouth-breathing may be dangerous, and it now remains to describe some of the evil effects resulting from it if it is long continued. First, the appearance of a child who has breathed through its mouth for a considerable time is changed to its detriment. Such a child can be instantly seen to be a mouth-breather by the expression on its face; there is a vacant, stupid, almost idiotic look; the lower jaw hangs down, from the mouth being constantly open, and as soon as the mouth is closed, it becomes difficult for the little one to breathe, and down again goes the jaw. The child appears always sleepy, and, in fact, in this condition drowsiness is more or less constant. The expression of the face depends upon the action of a large number of very small muscles just under the skin; and if these muscles are not always in a healthy condition, and situated in just the right place, there will be an alteration in the expression that is different from that with which we are familiar. When we breathe through the nose we do not in any way disturb the position of these muscles or alter their relation one with the other, but when, for any of the causes previously mentioned, the mouth replaces the nose for breathing purposes, these small muscles are thrown into disorder, as it

were, and have to contract in a different way from which it was originally intended that they should. This change, of course, does not take place suddenly, but only after a considerable time has elapsed, and as it is much easier for them to perform their proper movements than to do otherwise, it may take several years before they become accustomed to doing the new work thrown upon them as the result of the change in breathing. Resulting from this, a change or alteration in their various shapes occurs, and the face of the affected child, from being happy and bright in expression, becomes sad and grave, as the constant lowering of the jaw necessary to keep the mouth open draws all the facial muscles downwards. From this cause, and as a further effect, the nose becomes pinched, and the angle of the mouth as well as the eyes have a drawn look. As another result of the bad effect exerted on these muscles of the face, the bones of the nose and jaw are not sufficiently developed. For at the time of child life when mouth-breathing is most frequent, these bones are not fully formed, and from the pressure exerted on them by the changed muscles they also change their shape to a certain degree, and alter the shape of the face, aiding in making the stupid countenance described.

This description of a mouth-breathing child is what is seen every day by nose and throat specialists, and is of very common occurrence. If this were the only result little more would have to be said here, but it is just a part of the general condition, and grave disease, even involving life itself, may also result.



## MOTHERHOOD AND THE HIGHER EDUCATION.

The letter in your April issue entitled "Should Not Mothers Nurse Their Own Children?" and some remarks of Dr. Bond in the same issue concerning the need of developing a race of healthy mothers, giving healthful breast milk in abundance, must lead thoughtful mothers to reflect in how far the problem of the higher education of girls is connected with the question of what has been called the "decay of the maternal instinct."

There are a great many mothers throughout the land—by no means to be classed among the foes of woman's progress—who look with serious misgivings upon the modern fashion which prescribes a college education for girls of fair intellectual endowments, regardless of the effect on their physical condition. It is not too harsh a word to call this supposed craving for the higher female education a "fashion;" for we cannot imagine that the mere fact that educational opportunities are now offered which did not exist twenty or thirty years ago has suddenly disclosed an intellectual demand, and corresponding physical powers, on the part of the average young girl, which the whole history of mankind up to about thirty years ago failed to reveal. I am not now speaking of the young woman of genius or special gifts in any direction. Such

women have managed, in spite of the prejudices and the ignorance of a by-gone time, to leave their impress on the world's history, and no one grudges their successors of the present day the enlarged opportunities held out to them. The question is, Are we mothers of average girls acting wisely in yielding to the fashionable liking for college life, with all that it implies? Do we at least count the cost involved in the inevitable physical strain? Are we prepared, fully weighing the consequences, to part with our daughters for three or four years at a time when they most need our guidance? Have we considered the effect which this separation, this loosening of the tenderest ties, will have on their character?

I am all the more tempted to ask these questions because of the flippancy with which doubts and misgivings on the subject are treated by enthusiastic advocates of the higher education for women. The experience of all mankind up to the advent of the female college counts for naught in their eyes, the testimony of experienced educators is brushed aside impatiently, and the testimony of conscientious physicians is rejected as the prejudice of old fogies. Such a one-sided treatment of a most important subject is doubly reprehensible when

it comes from a quarter where a careful weighing of all the factors in the case might well have been expected. It was, then, with great disappointment that I read, in a recent number of the *Outlook*, an article on "Should the College Train for Motherhood?" by Mrs. Helen H. Backus. The author's familiarity with the subject is unquestioned, and we may accept without reserve her estimate of the advantages which a college course holds out to those sincerely desirous of broadening their minds. But what are her data concerning that special aspect of college education implied in the title: "Should the College Train for Motherhood?" What we want to know is not, as Mrs. Backus makes the old-fashioned critic say: "Can a woman remain womanly in spite of systematic mental training?" but, "Can a young girl remain healthy and fit herself for the duties of future motherhood, in spite of severe and unremitting mental toil?" It will not do to meet such questions with remarks like the following:

"That intricate web of sophistry and sentimentality which prejudice wove throughout the ages, and to which Dr. Clarke's "Sex in Education" added the finish has been torn and discolored by practical experiences of the past quarter-century. Now and then a conservative theologian or an old-fashioned nerve-specialist tries vainly to patch it up. But, for the most part, mothers and fathers, students and scientists, neglect it entirely, to observe with respectful, though somewhat anxious, attention the evolution of new womanhood."

Let me refer Mrs. Backus to the em-

phatic warning of Dr. Mary Putnam Jacobi, surely a champion of the higher education for women, and certainly no "old-fashioned nerve-specialist," addressed to mothers on the subject of overwork in the case of young girls. No one has spoken more forcibly than she of the danger of subjecting the delicate organism of growing girls to constant mental strain.

It may be, as Mrs. Backus says, that "the freshman course in hygiene, which makes the college girl attentive to the plumbing in her home and town, the Junior's visits to public charities, the Senior's studies in embryology and ethics, have all an obvious bearing on woman's home life." But it is nothing short of ignoring the most important aspect of the question, and furnishing flowers of rhetoric where sober facts are needed, to say:

"When all is said, the most essential attributes of a noble motherhood are found to be the womanly self-respect and clear, generous insight which recognize parenthood and family life as only parts—albeit controlling parts—of the great world-life. Through these attributes alone can grow the self-control and foresight which should make the child's first plastic decade the due preparation for full maturity, the intellectual alertness which makes the nursery and the kindergarten the fit vestibule to the House of Life. Are not logic and ethics and poetry, the arts and the sciences, all needful to secure this end?"

The "most essential attribute of a noble motherhood" is the ability to bear healthy children and to provide for them a good supply of healthy breast milk. Judging from the well-considered opinions of many enlightened physicians of the present day,



the tendency of a college education for young girls is to diminish, if not to destroy, that ability. If these physicians are right, indiscriminate college education is all wrong. It will not do to speak of college education as a blessing in the abstract, and of college girls as beings to be made happy and wise by logic, and ethics, and poetry, and the sciences. College girls are growing young women, who are now, for the first time in the world's history, brought into close and keen competition with young men and subjected to the same mental discipline; they must study, and undergo severe examinations, and write essays, and often neglect their regular meals, regardless of the peculiar requirements of their nature. Millions and millions of

happy and healthy wives and mothers—and not all with untutored minds nor without feminine graces—have peopled the world before the “higher education” pronounced the old method defective, and introduced an element of unrest into society whose workings only the future can determine. It is absurd to speak of the success of the experiment as already proven, and to pit against the entire history of womankind the experience of the “two thousand members of the Association of Collegiate Alumnae.” I, for one, am old-fashioned enough to doubt whether all the benefits of a college education can outweigh the risk to health at which alone, in the present state of college requirements, they can be procured by our girls. R. C. S.

## NURSERY PROBLEMS.

*IN ANSWER TO CORRESPONDENTS.—It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many “Problems” are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### A Remedy for Constipation ; Weakness Due to Early Malnutrition.

*To the Editor of BABYHOOD:*

(1.) My baby only weighed six pounds at birth and was very frail. I was obliged to give him the bottle. We gave him malted milk for five months, but during that time he only gained seven pounds, and was sick most of the time. He seemed starving, yet cried every time after taking the milk. When he was five months old we gave him cow's milk. During the next three months he gained seven pounds, weighing twenty pounds at eight months. He is now nine and a half months old, has five teeth, seems perfectly well, but is very constipated.

I have tried everything I know of, with poor results. What can I do for him?

(2.) Another thing worries me very much. He never bears his weight on his feet as much as most babies much younger than he, and he cannot sit up alone. Has he the “rickets,” or what is the matter with him? When we hold him and try to help him stand on our laps, he curls up his limbs as far as he can. Please tell me what to do for him? I bathe him in strong salt water. Is that good? L. L.

Craig, Neb.

(1.) The best remedy for constipation in a bottle-fed infant, we think, is

an increased amount of fat (cream) in the milk. You do not say how you prepare his food, but you can, by using the top milk only, or by adding cream, render it more laxative. Precisely how much fat he can tolerate must be found out by experiment, so it must be added gradually.

(2.) It is not probable that a child having five teeth at nine and a half months is very rickety. Very probably he is still weak in his lower limbs from his earlier malnutrition, and not well able to bear his present weight, which is fully up to the average. We incline to think that he does well to postpone standing. He will probably get on well before very long.

**The Quantity of Food for a Four-Months-Old; Causes of Crying; The Hammock as a Sleeping-Place.**

*To the Editor of BABYHOOD:*

(1.) I would ask what quantity a nineteen-pound, healthy babe of four months ought to eat. I give mine a six-ounce bottleful at a meal, but sometimes he seems to want more.

(2.) Will a babe's teeth cause him to cry hysterically at times with nervous starts and stiffenings? Or would you assign some other cause? He has two teeth showing under the gums.

(3.) Is a hammock a good sleeping place?  
G. R. R.

(1.) The amount is enough at the age; usually the amount varies with age and not weight.

(2.) The teeth may be the cause. Colic may as likely be.

(3.) There is no objection to a hammock if it is in a proper place.

**The Injuriousness of Tobacco Smoke; Advisability of Weaning.**

*To the Editor of BABYHOOD:*

(1.) Will you please tell me whether you think it injurious or not for babies or

children to be in an atmosphere which is laden with tobacco smoke? I believe it harmful, but some say it is a good disinfectant and healthful.

(2.) I would like your advice about weaning my baby. She is one year old and has had nothing but the breast, which seems to be sufficient, as she is a good weight and active, healthy and strong for her age. She has no teeth, but there are signs of coming ones. The only difficulty seems that occasionally she has colic, and I don't know whether it is caused by my diet or by my being somewhat subject to colic myself. Her passages have curds in them, but then they are there often when she does not have colic. I give her lime water occasionally, and all the pure water she can drink; also keep her warmly and evenly clothed. She does not seem to crave food at all, and I have more milk yet than she takes. She is not at all constipated.  
A. M.

(1.) We do think tobacco smoke unwholesome for children. Sometimes the effects are evident. On the other hand, it is to be remembered that many and perhaps most children, like adults, acquire a tolerance of tobacco smoke. It is never an advantage to children.

(2.) Where a child is a year old there is only one advice about weaning. It practically has to be done, and it should be completed before warm weather comes. The fact that the child has no teeth at a year raises the question of insufficient nourishment at once.

**Proper Position in Sleep.**

*To the Editor of BABYHOOD:*

When my baby was a few months old she was permitted to sleep always on one side, and we soon noticed a change in the shape of her head. We, of course, began placing her alternately on one side and then the other when sleeping. Now that she is four months old she insists on sleeping on her left side altogether. It does not affect her

head now at all, but can it do any harm?  
*Buffalo Park, Colo.* B. M. H.

Such a change in the shape of the head is not likely to occur in a well-nourished child. Since it no longer occurs after sleeping in one position it is probable that the condition is better than before. We know of no real harm, aside from changes of shape in poorly nourished children, likely to occur from sleeping in one position, but if possible, the child should be changed about. It may be done after it has fallen asleep.

**Intervals of Feeding for a Slow Eater;  
 Gradual Changes in Meals.**

*To the Editor of BABYHOOD:*

My first child, a girl, born last October, weighed eight pounds at birth and eleven pounds at three months, dressed. I feed her every two hours regularly during the day, awake or asleep, and at night only when she calls for it, which is often only once. I feed her on going to bed myself, and she sometimes sleeps until four or five o'clock in the morning, going anywhere from three to eight hours without food. She is strong and active, though not a fat baby. She was weaned at three weeks old, and has since had cow's milk. Each bottle has three and a half ounces milk (the top), nearly two ounces of boiled water, a few drops of lime water, a dash of salt and a little sugar of milk. She has a good appetite, is eager for it, but from birth has been a very slow eater, and sometimes takes forty minutes over her bottle, even when helped by me—

generally a half hour or more. Once in a great while she finishes her meal in fifteen minutes, which is very fast. Possibly she inherits this slowness from her grandmother and myself.

The only trouble she has is that her stools are apt to be too frequent—from four to six or seven during the twenty-four hours; sometimes curds are present and often other signs of indigestion. I dread to change her food, unless obliged to. She has improved, and seldom has green stools now; quite frequently has perfect ones.

(1.) Being so slow over her food, should she be fed every two hours? Has the stomach time enough to rest?

(2.) At what age may she be permitted to go three hours between meals?

(3.) How is the change effected? By lengthening the time five minutes or fifteen, or longer? Should it be very gradual?

E. M. J.

(1.) The two-hour interval is abandoned at the end of the first month, often earlier.

(2.) Usually at three months.

(3.) Generally from the first to the third month the interval is two and a half hours; then change to three. As your child is already old enough, the change can be made abruptly, the amount of food being proportionately increased. If curds are common in the stools, increase proportion of water. Your child has already had more of the cheesy part of the milk than can usually be digested by a young baby.

## THE BABYHOOD JOURNAL.

Readers of BABYHOOD will be glad to hear that the Contemporary Publishing Company has issued a volume under the title of "The Babyhood Journal," which is destined to prove of great value to young mothers.

It is not easy to exaggerate the value and interest of an intelligent account of Baby's development, such as it is hoped mothers will be able to keep by means of this Journal. There is no difficulty in jotting down, from time to



time, brief items concerning the principal events in child-life, from the day of Baby's birth, and the busiest mother will find the few spare moments required to note the happenings on any given occasion. While it is desirable to provide such a Journal for each child at its birth, it is never too late to begin a history of child-life. It is better to have on hand for one's guidance, and perhaps for the benefit of one's descendants, an incomplete record of this kind than no record at all.

It is not intended to lay down hard-and-fast rules as to what such a record should contain. A great deal must be left to individual judgment, but a few general hints may be given to indicate the lines along which the story of Baby's development should be traced.

A page has been provided for those data which furnish, as it were, a brief summary of the first year of Baby's life—name, date and place of birth; weight at birth and at different periods; appearance of the first tooth; the first attempt to creep; first steps; the first words, etc. But, along with these landmarks in Baby's history, a diary may be begun at an early date, in the ruled pages set aside for this purpose, of such occurrences as the mother thinks worth recording. She may enter the presents given to Baby at different times, the first toys, changes in Baby's dress; she will find a place for Baby's photograph, and, above all, she will trace the child's physical and mental development.

If it is the mother's intention to keep a strict account of the child's history on the medical side, certain hints con-

tained in an article on "Life-History Albums," published in these columns many years ago, will prove of value. The writer advised mothers to begin with a genealogical record embracing, if possible, a carefully prepared medical history of the child's parents and grandparents. Many diseases are hereditary, and a record of such predispositions makes it possible to guard against these diseases and perhaps to eradicate them.

The importance of frequent observations, at stated periods, of height and weight is much greater than would be supposed. Height and weight bear a constant relation to each other and to the health of the child. Periods of unusually rapid growth are full of danger. They should be noted, and physical and mental fatigue be guarded against. Variations of weight often occur before other symptoms of disease are manifest.

Other points to be recorded are places of residence, whether temporary or permanent, travel, and other changes of climate and surroundings. These have a bearing upon the mental or bodily health. The nature of the recreations and time given to them, and the effect on the system, should be specially noticed. The amount of sleep and its character should be observed. The number of meals, the time at which they are eaten, the quantity and the quality of the food, positive aversions, should all be noted. Important events, such as entering the kindergarten or school, must not be forgotten.

The medical history should be made

under the direction of a medical man. Each illness should be fully recorded, both its course and its treatment. The physician should avoid the use of technical terms, and should prompt such notes as may be readily understood by all.

The hearing and sight should be frequently tested. Children are often unreasonably blamed for stupidity, carelessness, and inattention when they are suffering from defective sight or loss of hearing, and these defects can often be remedied or their advance arrested. The color of the hair and eyes should be recorded, as they are especially liable to change during childhood and youth. Photographs should be taken at stated intervals. They can be obtained unmounted from the photographer and be pasted in the book, the date being written below. Two photographs are required, one full-face, the other a profile. Artistic finish is not so desirable as exactness and permanency.

Records of the first years of life should embody any noticeable dulness of smell, taste or touch, the age at which the first tooth of the first set is cut, and the age at which the last tooth of the first set is cut. Other important points, besides the weight, are the height, the progress in learning to talk, progress in walking, accidents, habits, likes and dislikes, journeys, visits, characteristic traits, exercise of memory, display of imagination, etc. If the child resembles any relative in especial, either in looks or acts, it should be noted, as should also be any

trials of ability, strength, or endurance, exhibition of mental power, any marked mental or bodily characteristic, or any pronounced talent.

The rules of the family physician and the teachings of wise guides in the bringing up of children may well find a place in this Journal; and in the blank pages provided for this purpose may be copied or pasted such directions and extracts as the mother deems of sufficient importance to preserve permanently. Some of the brief quotations from *BABYHOOD* printed therein may serve as indications of what the mother will find useful for ready reference; as to suggestions regarding mental and moral training, individual taste and reading will supply what may be thought desirable and helpful.

Every mother will consider her system of keeping such a record the best, and all systems are good if intelligently and conscientiously followed. The publishers of this Journal believe that the hints given will suffice to aid mothers in building up a record of Baby's life which will be of great value to them in after life. The pictures of children which lend a special attraction to this volume are selected from among the best which have appeared in *BABYHOOD*. Altogether the book is handsomely gotten up, and will prove a most valuable addition to every mother's library.

The Contemporary Publishing Co., Morse Building, New York City, will send the *Babyhood Journal*, packed in a box, postpaid, on receipt of \$1.50.

## BABY'S WARDROBE.

*Little Girls' Overalls,*

Last spring I saw a life-sized doll in a shop window, dressed in a pair of blue overalls exactly resembling those worn by our laboring men when at work, and extending in very ugly straight lines from the chest to the instep. Over it was a card, on which was printed, "Little Girls' Overalls." I stared at the ugly little figure, scarcely believing my eyes, but after some consideration remarked to myself, "As that is a fashionable shop, some mothers will be sure to get those dreadful things on their little girls, and say that they are cute." It was, I think, about a week after this that some one said to me, "I've been looking through the shops for those new overalls for little girls." "Why," said I, "do you like them?" "Well," was her answer, "I think they're real cute. Don't you?" "O, my prophetic soul!" I exclaimed internally.

Since then I have reason to think that those terrible overalls have become quite the fashion. I have seen them on a little boy, and the mother of an exceptionally pretty little girl showed me a number of photographs of her, taken in those garments. She did not call them "cute," being in a class of society in which the word is seldom, if ever, used, but she evidently considered that there was something quaint and funny in the costume which made it interesting.

Now, the question of an ugly style of undress costume may not seem of any great importance, but then, has there not, during the last half century,

arisen a belief that beauty has its own especial use in the world, as a means of education and as a refining influence? Much as the "aesthetes" of England were laughed at in the beginning for some of their undoubted absurdities, it has since been admitted that the world owes them a debt of gratitude for a great revival of beauty in household decoration of every kind and sort, and for starting a movement which has helped to elevate the taste of the whole civilized world. If, as is generally admitted, this revival is a distinct advantage, and those are right who maintain that we should try from the very beginning to cultivate the sense of beauty in our children, by surrounding them with beautiful and tasteful things, must not grotesque and ugly styles of dress have a bad influence?

It is perhaps because I, myself, am an especial lover of beauty—feel things—and also because I love little children, that I resent and deplore a style of costume which makes a child a distinctly ugly object during its hours of play. It is naturally too attractive to be transformed into a dwarf image of a farm laborer, and not even an accurate imitation of one. A clean and decent workman is by no means an unsightly object, clad in the costume appropriate to his daily labor, but what would we think of his appearance if his proportions were those of a little child, with a big head, stout body, and very short legs? A tiny creature dressed like any kind of a man is always more or less "a figure of form," and the pictures of such child-



ren make me feel as if their sweet childhood were outraged, especially if it is feminine childhood.

There is no doubt that children immensely enjoy the freedom given by any costume which enables them to play without restriction in "clean dirt," that is, in dry sand or earth, but they can have that freedom without being robbed of all their sweet attractiveness and without being transformed into these ugly manikins. I know two little sisters who have always worn short, full knickerbockers during their summers at the seashore, and judging by their photographs, they lose nothing in attractiveness, while gaining in pleasure, by their convenient costume for their play in the sand. These little knickerbockers can either be slipped over a child's short skirts, or the skirts can be temporarily discarded and if the child is to play where there is danger of dampness, I hear that many mothers make them of waterproof cloth. With a colored long

sleeved apron, a child in knickerbockers can certainly be allowed to play freely in the dirt, without being made into an unsightly object. Indeed, I imagine that, excepting in case of dampness, the apron alone would be sufficient. Personally, I dislike even boys' hats and caps for a little girl, just as I should dislike to see a big boy dressed in girls' clothes. The feminine element in a little girl is one of her chief attractions, as it is in a woman, and any imitations of masculine nature are to most of us quite as unattractive as is effeminacy in men and boys. Still, I have nothing to say against the little knickerbockers if they are used only for strictly undress occasions, and not worn by any but quite little children. A girl of ten or eleven ought, I think, to begin to feel the instincts of modesty which make her feel uncomfortable in any costume that does not include the feminine skirt.

A. P. CARTER.

## AMONG THE BIRDS WITH CHILDREN.

### I.

If it is sometimes hard to sit down with a bird-book to cram facts into a tired head, it is an easy thing to walk with a little child into yard or park or wood where can be seen a dainty bird-life going on day after day, whether we take the trouble to observe it or not. Some one or two of the various books on the subject are indispensable in their way, but who would not prefer to discover these things for himself? And here is where the children come

in as valuable assistants, for what can not the bright eyes see!

For bird-study, better than the object lessons of any school-room are the restful woods, the clear, whistling tunes, the darting songsters, illusive, charming from the very difficulty of looking long enough at a time to note this streak and that spot, of being quick enough to catch the bird-song, key and trill, and to reduce them to the lines and spaces of the staff. This

is "Ornithology" by way of the living bird. To have lived almost half one's allotted time, and not to have known the birds, except in an indefinite, if admiring, way, distinguishing a few species—is that also true of you, BABYHOOD mothers? To learn of the birds in a natural-history sort of way, as raptures, inessores, etc., is common enough; but to really know them as delightful neighbors, with their pathetic loves and sorrows, oh, that is another thing! Must we go to the books for poetry and music when all Nature is full of it? There is a song everywhere for him who will listen. Do you remember the little bird that you saw for only a moment, a stranger, perhaps, straying in its migration north or south? Or that exquisite song, sweet, distinct, whose source you never knew? Alas, for the lost opportunities—a bird flitting too quickly for any certainty of recognition, a song never heard again. Best of all, to mothers and children, are these songs, some defying reproduction, some with distinct melody, all interesting, from the call to the thanksgiving warble and dulcet love-song.

With continued observation, eye and ear grow keener, quicker. You might not at first believe how mistaken one can be, nor, on the other hand, how accurately some songs can be caught and remembered. Perhaps for days one will listen, try to reproduce, listen, try again, and so on until some measure of success is reached, or the bird is silent. I almost believe that different individuals of the same species, or the same birds at different times, sing their characteristic song in different

keys—so sure have I been of getting the exact key, only to find at another "hearing" that another key was correct. Last summer five different songs of the red-bird were recorded in the family note-book, and at least four of the robin. The wood pee-wee, which so often sings his plaintive song alone, before daybreak and late at night, has two different tunes. These, as we have it with the children, say "Go-to-sleep" and "Wake-eye-peep," all in the sweet "Pee-a-wee."

The song of the golden oriole is in note and pitch like that of the tufted titmouse, which we call the deever-bird because he sings "deever, deever, deever, deever," or, as some say, "peto, peto." But in quality the songs differ, that of the oriole being stronger and more liquid. The titmouse has a call like "see, see, see, da-a, da-a," while the oriole gives us a peculiar coaxing sound in a sort of cut-off chromatic scale.

Besides our household inmates, we have two very small members of the family who come every spring to nest in a tiny place made for the purpose. For more than twelve years these house wrens or their progeny have returned with the spring sunshine. During the summer days, while the patient mother wren sits on the nest within her dark retreat, the dear little "Papa Wren" swings on the lilac bush or flits about a small oak near by. Be it rain or sunshine, he sings to the children his cheery song, "Chee-ch-che, pr-r-r-r, weechy, weechy, weechy, weechy!" which is the nearest in words that I can approach the chief burden of his song. He is so tiny that

one wonders how his small throat can utter such clear, ringing notes. Another combination of musical trills and quavers has so far been too changeful for my dull ears to catch

In October our little friends were so quiet that we thought them gone, but on the twenty-first we saw one eating the seeds from our morning-glory bower, then only a brown tangle with a few spots of blossom. We watched the flocks of black-birds which stopped on their way to the sunny Southland. Now only the blue-jay's sharp call and the twittering of sparrows broke the stillness. Gone were the robins who greeted us in the early morning with their musical warble and advice to "cheer up."

In mulberry time, our tree of that variety was entirely devoted to the children and the robins, and it was an "early bird" that got the mulberries. Mrs. Robin would perch on a lattice, whence, flying, she would catch in her bill a berry, then light, and feed it to the young robin of apparently insa-

tiable appetite, loudly chirping for more. Somebody (I will not tell who, because she is so ashamed of it) thought early in the season that the "Papa Robin" was feeding the "Mamma Robin," and only on inquiry learned that the lighter-colored bird of rose-tinted and spotted breast was Master Bob or Miss Betsey Robin.

Who of us can not recall the early mornings of childhood when the bird and his delicious burst of music were a part of the breath of spring, a part of the golden sunshine and sweet fragrance of early blossoms?

That was the time when months seemed longer than the years do now; when Christmas would "never" come again; when birthdays were a rare and beautiful happening, and in winter time the summer was a sweet and distant memory. In this springtime of life how easy to learn all that is interesting! A little guidance then makes familiar friends of many things which later years grasp only with difficulty.

J. H. G.

## ECONOMIES.

BY SUSAN H. HINKLEY.

### II.

Next to simplicity of attire, as an economy, I place **simplicity of food**. There is a strong tendency now, one which is creeping into even small and remote towns, toward a more elaborate mode of living than has been hitherto the custom. Such changes are so insidious, so gradual, that before the housekeeper knows it, herself, the trail of the serpent is upon her. Not only

the extravagance which the modern fashion of many courses entails, but its falsity should condemn it. It is impossible for any family of only moderate means to live each day after the manner of the wealthy. A great variety at any one meal usually leads to waste, particularly in a small family. Moreover, the additional labor put upon the servant is far greater in



the course system than in the old-fashioned serving the "heft" of the meal at one time, since there are far more dishes to be carried back and forth from table to kitchen, and these same dishes have to be washed, not to speak of the extra cooking of many different viands. It is true there may not be much of each, but we must remember it is never the quantity of cooking, so much as its variety, that complicates and lengthens the preparation of any one meal.

On account of these various complications, the course system is not adopted in every-day life, but, in the generality of cases, is assumed for the sake of appearances only when there are strangers within the gates. What manner of life so wanting in genuine hospitality as one which assumes the superficial graces it ordinarily lacks, not so much for the pleasure of the entertained as for the self-satisfaction of the entertainer? What method of life sooner leads to a discouragement of real hospitality than this? The occasions when any marked difference is made (either in service, quality or variety of food) for the guest should be few and far between, and then only to conform to some custom which in itself is worthy such respect. Such occasional celebrations should occur just as much for the happiness of the family as for the entertainment of guests. In fact, there should be an especial sense of harmony and cheer at such family festivals when no outsider is present. And yet this is often not the case.

The last economy to be considered in the average household should be

service, and yet it is, strange to say, usually the first. An American will build a large and elaborate house and then engage one domestic to take care of it. The external appearance of a home, in this country, is by no means a gauge of the comfort within. The hardest-working women and the most careworn men are not necessarily in the courts and alleys of the slums; the avenues and attractive streets of the cities furnish their quota as well. "To live simply," interpreted by these toilers, means to employ just as little domestic aid as is possible and live, to all appearances, "like others;" which condition of things brings the mistress of many an elegant little abode to the condition, mentally, spiritually and physically, of an animated ghost. If she be delicate, she cannot fulfil her ambitions, but toils to the limit of her strength, and then feels that mental perturbation, that sense of hurry, which poisons even her idle moments.

This condition of the wife of course is reflected upon the husband, and, in addition to his own business anxieties, he feels the burden of domestic care. Nothing conduces more to domestic comfort than a pair of strong and capable arms in the kitchen that are paid for. Likewise nothing adds more to the mutual peace and intellectual companionship of husband and wife than an intelligent maid in the nursery. No mother, in engaging the nurse maid, need accept the first incapable who presents herself. Nor is there any reason to expect that the first trial will be successful. Try till a good woman is obtained; then make up your mind to several months of careful watching

and training. Never leave a child "wholly" to the care of anyone, not even its father, aunt or grandmother, for any length of time; except, of course, when it is absolutely necessary.

Of course there are more mothers who cannot have a nurse than those who can, and even more who cannot afford the strong arms in the kitchen. But, where aid is possible, through a strict economy in other directions, let us defy convention and enjoy the blessings of family life as only those can who are in good physical condition.

It would, perhaps, be unfair to say whether, in the economies of a household, husband or wife plays the more important part. Certainly each should feel an equal responsibility. The small economies should not all fall on the woman. What wonder some women are cut after a small pattern! Are they not perpetually absorbed in the small considerations of life? If these petty

economies are appreciated as important by both, the whole burden will never fall upon one.

I have always felt sympathy with the sudden, senseless extravagance one occasionally sees committed among the very poor. Bound hand and foot as they are from day to day, is it to be wondered at that on occasions, when the opportunity presents itself, they spend rashly? Women of average intelligence, among the better-off in the community, practising daily rigid economy in the small details of life, occasionally use up, in the same reckless fashion, the results of months of such puny saving in one big extravagance. When two persons care enough for each other to wish the closest union possible in this world, surely each should be ready to make any sacrifice for the other. It is astonishing, when this spirit prevails, how small the sacrifice really is.

## EDUCATIONAL METHODS.

### *Teaching the Use of the Nursery Chair.*

May I give a little suggestion to the mother in the March issue who is having difficulty in teaching her little boy of two to tell her when he wants to use the nursery chair? It is based on my personal struggle over this very problem. At the age of nine months my little boy used the nursery chair regularly every day. When sixteen months old a severe illness upset all his good habits, and I found it impossible to get him to use the chair at all. Finally, in despair, I gave it up, deciding that I would wait until he could talk. When a little past two years, I

attempted to teach him to use the chair and to tell me when he desired to do so. Talking, scolding, even an occasional mild spanking, were of no avail, until I finally became thoroughly nervous over the matter, convinced that it was my fault somehow. In despair I thought of my kindergarten training and how all my teachers seemed to have been oblivious to this very real problem. Finally I opened Miss Elizabeth Harrison's book on "A Study of Child Nature" (it is the nursery Bible of many a mother of my acquaintance) and read again her chapter on "Punishment." She made

it very plain that punishment should be the logical result of the deed always, never arbitrary. In the latter case the child simply becomes rebellious and learns nothing. In the former case, any mistake or fault rises at once to the "plane of tuition," and the child learns its lesson, feeling the perfect justice of the punishment.

That night I pondered long and mapped out my campaign. The next day, as usual, the garments were again soiled. To my little boy's evident surprise, I did not appear to be the least disturbed. I said, airily and pleasantly, quite as a matter of course, and as if it were not of the slightest consequence to me, "Well, Ralph, that's too bad. I guess I'll have to put you to bed while these are washed out and dried." "I don't want to go," was the answer. "Why, my dear, you can't run around with nothing on your little legs! You would get sick and cold." In spite of feeble protest—for my attitude had quite disarmed the little fellow—he was put to bed for about an hour. He had his dolly and other playthings, and he could sit up if he

chose. But up-stairs, alone (as he thought), and in bed he had to stay. This was faithfully kept up, the whole performance being conducted quite as a pleasurable matter of course. No more nervousness on my part. In a day or two he came to say, "Yes, I must go right to bed till they get dry!" and in less than a week he began to tell me of his own accord. I have never had the least trouble since, nor with the younger brother, with whom I adopted the same plan.

The mother who stands between her child and the logical consequences of his faults or his sins is by just that much dwarfing his inner soul growth. The mother who inflicts arbitrary punishment upon her child does the same thing. Let us remember that all things, even the very least, are governed by great universal laws, the greatest of which is the law of cause and effect. Let us discover the laws and then apply them to the solution of the problems of our daily life. They will never fail us.

GRACE C. ELIOT.

*Chicago.*

## MONEY ALLOWANCE FOR CHILDREN.

If children are permitted to ask for money at any time, and if the family exchequer will allow their request to be granted after more or less coaxing, thriftless habits are encouraged that may in later years be difficult to correct. The wise mother wishes her children to have as little to unlearn as possible, consequently she strives to start her little ones in right paths.

Experience has taught one mother

the value of giving her children a small allowance and requiring some return for it while very young. When her girls were four and five years of age, they each received a nickel a week on condition that they had not failed to brush their teeth each night. Money was scarce in this household, and the small sum was, after all, quite an amount for these small girls to handle. With it they helped to buy



Christmas and birthday gifts, or they spent it upon themselves and their dolls. They made their own plans for spending it and never asked for additional money.

When the habit of nightly cleaning their teeth was well established, and it was now time to begin the study of music, remembering how dull these early practicing hours were in her own childhood, this mother decided to double the allowance, and let it be conditional upon a half hour's thorough practicing per day. The tangible return for the time spent in the first interesting strife in musical science was a great incentive, and relieved the mother of coaxing or scolding her children into learning their music lessons, as so often is the case.

While it is very unwise to pay chil-

dren for every bit of assistance they render, it is well for them to have some fixed duties to perform, some household work perhaps, to be varied as they grow older, and to receive a stated compensation. Money earned is money valued, and usually wisely expended. The pleasure of gift-making is enhanced if the child uses its own money and stretches his small purse to its utmost to make it go around the family circle. It is best also for some of this allowance to be devoted occasionally to a charitable purpose.

A judicious allowance that has been earned in some way will teach the little ones valuable lessons in the faithful performance of duty, the right use of money, the cost of things, self-denial, and the true blessedness of giving.

A. T. C.

## OCCUPATIONS AND PASTIMES.

### Care of Animals by Young Children.

The Pratt Institute in Brooklyn conducts, in its "Connecting Class," interesting experiments in the care of animals by young children. The account given in the "Pratt Institute Monthly" by one of the teachers will be found very suggestive by readers of *BABYHOOD*.

In the autumn, says the writer, I began with a carefully prepared course in science work, which had very little to do with living creatures, other things being more available. The children listened with polite indifference. Then I changed my tactics. We had a small aquarium with a few fishes and two snails in it. I took out the snails and passed them around on a lettuce-leaf,

the children examining them eagerly. I told them in story form all I knew about water-snails. The next day a small boy brought some land-snails. These were of two kinds, and proved very attractive. They soon very obligingly walked around on the children's hands, and nibbled lettuce and pear before their eyes. I "read up" on the subject, and each day added to their knowledge of snails.

One day a child brought a toad. This led to investigating the life of toads, and presently we had three of different varieties, which we found in the woods.

Two of the children showed an abnormal fear of mice and snakes. One had dreamt of mice, and the mere word

seemed to suggest unpleasant thoughts. So I told the most fascinating story I could find on the subject, and then hunted the town for white mice. I failed to find any, but one day a kindergarten told me of a place where white rats could be got. I reviewed my story, adding every detail that would appeal to the children. Then I asked them if they would like to see a little rat. All but two eagerly exclaimed, "Yes."

The young rats were brought, and the children petted them. The two boys in question hung back. One of them, the more sensitive one, finally of his own accord timidly touched a rat on the head with one finger, and then drew his hand back as if he had touched a live coal.

To make a long story short, the rats came to stay; the children have watched them grow, and have played with them every day. Great was the rejoicing on January 1st over the birth of seven tiny rats. This young family since has attained maturity, and it can be truly said that each day they have added to the pleasure of the children.

The boy who was most timid in regard to animals of this kind, presented me with two Japanese rats, and has just been very busy and happy superintending the making of a rat cage for the use of the Connecting Class.

In the same way young snakes were introduced and connected in story with the toads. The children examined them with great interest, and found out much about them that they could have learned in no other way. Sometimes in the morning circle each child

has held a snake in his hand and compared notes with his neighbor.

One morning a little boy, who has a very trusting disposition, opened the door of the box containing the snakes, and paused with his little hand directly above the coil of snakes to say, "Will they hurt me, Miss Glidden?"

"No, Donald." (The snakes were hungry and were rearing their heads and darting out their forked tongues, but they were perfectly harmless.)

With perfect faith Donald separated his snakes, selecting the largest milk-snake, about eighteen inches long, and took it out of the box. The snake coiled around his arm, showing his little red tongue, the beautiful curves of its body, and its glossy brown coat in striking contrast to the brilliant yellow orange beneath. The children were all delighted.

Then the nest of ants was thought of and introduced. These proved most instructive and interesting, awakening a reverence for little people seldom seen in older ones.

About this time a child gave me his pet rabbits, two in number. One day one of these inconsiderately died. As the child loved it with all his heart, and the gift had been a real sacrifice on his part, I determined upon a base subterfuge and hurried away before school to get another rabbit just like it. This proved difficult, but was accomplished. The substitute died a few days later. I questioned persons who knew until I found out just wherein our difficulties lay, and then tried again.

All children love animals.



## ART IN THE HOME.

Among the regrets of my early kindergarten days, said Miss Elizabeth Harrison, in a recent address before the Federation of Women's Clubs at Chicago, none stands out with more prominence than that at one time it seemed necessary to hold the kindergarten with which I was connected in the basement story of a building. (In those early days a kindergartner's enthusiasm was so great for the moral development and character-forming influences of the kindergarten, that she forgot sometimes the demands for right physical conditions.) A basement room never was and never will be the proper place in which to keep children for three or four hours daily.

But to come back to my story. Permission was given me by the head of the school to furnish and decorate the basement in any manner that I might see fit. I was fortunate enough to number among my friendly acquaintances an influential artist who had given much time and thought to the beautifying of the interiors of homes. I turned to him for help, in my determination to make the best I could of the situation, and he kindly volunteered to come over and see the room and tell me what, in his judgment, could be done to make the room more attractive for the work which I proposed doing in it. After looking

thoughtfully at the room for a few moments, he said: "This is a good hardwood floor; I should have it repolished. Put some quiet ingrain paper on the walls; repaint the woodwork in some harmonious tone of the same color; have the plaster of the ceiling tightened so that those cracks may not be visible; then kalsomine it, and I think you will have done about all that can be done."

"But," I protested, "that will not make a beautiful room out of it, and I have been given liberty to do twice as much as you have suggested."

He smiled quietly and said: "The room is a basement room; you can make nothing else out of it than a basement. Therefore, the only true thing to do with it is to make it the best possible kind of a basement. The one prominent characteristic of a basement is, or should be, solidity. By bringing out the fact that your floor is hardwood, and by strengthening the lines of the woodwork and obliterating the cracks in the ceiling, you add to the appearance of solidity, which is all that can be done, under the circumstances, to improve the room. Any attempt to decorate it as if it were some other kind of a room would be inartistic."

From that time I have realized in a practical way what, until that event, had been merely a theory—that truth,



sincerity, frankness and right economy of means are artistic, and that they deserve as much consideration in their place and time as do the so-called fine arts.

If this were realized by all home makers, we should have fewer spindle legged chairs upon which one is almost afraid to place his weight; less superfluous chinaware in parlors and bedrooms; and fewer gaudily decorated lamp shades that dazzle the eyes instead of softening the light. Each room in the home would express, in quiet, simple and genuine lines, its office in the general home; and thereby sincerity and frankness would become a part of the life of the children brought up in that home.

Nor can I forbear speaking for a few moments concerning the effects of right and wrong dressing of the mother. The woman who wears cheap laces, flounces and frills while doing her housework, who displays a plush or embroidered cloak and jeweled pins or rings during her morning market expedition, or clothes herself or her children at a cost out of proportion to the rest of the family expenses, is laying foundations for inartistic and untrue ideas on the part of her children.

I had occasion at one time to be a guest in a country home. Each morning the mistress of the house brought into my apartment a basket of flowers; these she jammed and crowded into a gayly colored jardiniere whose flaming tints fought and struggled with the exquisite tones of the flowers. Instead of adding to the beauty of my room, as she intended, she created a discord which was hard to endure. Later on,

there came into the same house another woman, who quietly took charge of the arrangement of the flowers. Oftentimes I would find in my apartment a tall, colorless glass vase with a single rose in it, or, perchance, it would be a low dish in which a few violets with a few cool, green leaves were placed; sometimes an earthen colored jar with half a dozen tall, queenly lilies. No matter what the flowers were, the quiet refinement and beauty of their arrangement always revealed the true artistic touch.

There is true art in the serving of a dinner as well as in the writing of a poem; there is true art in the clothing of a child as well as in the carving of a statue; there is true art in the furnishing of a living-room as well as in the building of a cathedral. The difference is that in the one place the commonplace, everyday materials of family life are used for family service, and that in the other the more lasting materials of nature are brought into requisition for the world's service. But the principle underlying both is the same.

The child who from his earliest childhood is familiar with the reproductions of some great pictures will necessarily grow up with more refined tastes and greater appreciation of works of art than he who has been surrounded by cheap, gaudy or commonplace pictures. One of the most famous sayings of Ralph Waldo Emerson is that "we see so much of wealth and beauty in our travels as we take with us." I would add to that, that we see only so much goodness and nobility in the people about us as we have become familiar

with in our early days. The child who has seen the common day laborer dignified and glorified in the manner in which Millet has painted the honest peasant about his humble home, cannot fail to see dignity and worth in the laborers whom he passes in his daily walks.

The children of to-day are the society of to-morrow, and that society will be rich with an inner richness, great with an inner greatness, and noble with an inner nobleness, according as we have made our homes, in the deep sense of the word, artistic and beautiful.

## THE MOTHERS' PARLIAMENT.

Inability rather than  
Unwillingness to  
Nurse their Children

I feel I must say a word in regard to Ruth Raymond's letter concerning nursing one's own child.

I can at this moment call to my mind

ten friends who have become mothers in the last five years. Of these there was but one who didn't wish to nurse her child, and she was influenced partly by her husband, who objected seriously, as he wished her free to go

## Prevents Colic

Colic in infants is generally the result of improper food; with proper food the baby does not have colic. Mellin's Food prevents colic because it furnishes proper food and does not produce indigestion. Mellin's Food with fresh cow's milk is like mother's milk and is a good substitute therefor.

## Mellin's Food

When our little boy was about 5 months old, he became very ill and could retain no food whatever. We tried a number of prepared foods as well as a diet of sterilized milk, but his stomach rejected all and he became a miserable looking child, just bones covered with a parchment-like skin. He was literally starving to death. He suffered cruelly from colic and we had quite resigned ourselves to losing him, feeling it almost a happy relief to the poor little fellow. The use of Mellin's Food by a neighbor's recommendation worked miracles. He retained it and as we followed the directions of your pamphlet religiously we were more delighted each day. Since that time he has not had a day's serious illness. Mrs. Albert Shields, Chester Hill, Mt. Vernon, N. Y.

Send us a postal for a free sample of Mellin's Food.

**Mellin's Food Company,**

Boston, Mass.

about with him at all times. Of the others there were two who were able to nurse their babies, much to their delight, and of the remaining seven, including myself, all had to give up the struggle at the end of about three months. Several serious sicknesses among the children were caused by this inability on the part of the mothers to nurse their children, and the

most frequent remark made by these mothers was, "Why couldn't I nurse my baby when I wanted to so much and tried to do all I could to enable myself to do so?"

It strikes me as nearer the facts to say the majority of mothers cannot nurse their children, rather than to say they are not willing to.—F. H. C., E. Orange, N. J.

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NO single Food is suitable for the Infant for the whole period of the first nine months.

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"Allen & Hanburys, Ltd.

Gentlemen: Having successfully brought up twins on a prepared food, I did not anticipate any trouble when my next baby arrived, though she was very tiny and had an exceedingly delicate stomach.

We tried many preparations, but none agreed with her, and at four months she weighed less than six pounds. We were in despair, the doctor included, when he brought us a sample package of "Allenburys" No. 1. The baby began at once to improve, but did not gain much flesh until we reached the Malted Food, No. 3, which we gave rather earlier than the directions called for. At nine months she weighs sixteen pounds and is absolutely well.

We feel that had we known of the "Allenburys" Foods at the time of her birth we would have had no trouble at all.

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Mrs. HAWTHORNE HILL.

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82 Warren Street, New York.



# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## DIGESTIVE DISTURBANCES DURING THE FIRST AND SECOND SUMMER.

### I.

The approach of summer always suggests the consideration of that group of ailments that pass under the vague popular name of "Summer Complaint." In this country the prevailing diseases of summer are those affecting the digestive organs, particularly the bowels. One who has given no particular attention to the matter would hardly believe how large a proportion of all deaths occur in the first years of life, and how many of these are due to the disorders which are usually grouped together in health reports under the name of "diarrhœal diseases." It may be, and probably is, true that the most accessible statistics, which are naturally drawn from cities and large towns, present a graver picture than they would if the whole country were included; but, as it is, it is sombre enough. In round numbers, in New York and Brooklyn, about nine per cent of all deaths, at all ages, are of children under five years of age from this class of diseases alone. And even this high figure appears moderate when compared with that of some smaller cities. In one town in

New England it reaches nearly fifteen per cent, and in one Southern city nearly eighteen per cent. Of course there are others that offset with low infant mortality this Herod-like slaughter.

#### Varieties of Summer Complaint.

For the purposes of this article it is desirable to avoid the technical distinctions that physicians necessarily make, and to speak only of three diseases that are usually included under the popular name of "Summer Complaint"—namely, the simple diarrhœa (sometimes called the catarrhal diarrhœa) so common in children; the "inflammatory" diarrhœa, often called by physicians enterocolitis, and a peculiar choleraic disease known as "cholera infantum." Dysentery has also been included in the general name of summer complaint, but less commonly than the others, and it will not now be considered.

#### Simple Diarrhœa.

The peculiarities of a simple diarrhœa are almost too well known to

need description. The one striking characteristic is the change in the frequency and consistency of the passages from the bowels. It is assumed that every mother or nurse is familiar with the peculiarities of the healthy evacuations of an infant or young child. From this standard the discharges depart in diarrhoea in that they become more frequent, thinner in consistency, and usually larger in quantity. Their number in twenty-four hours may be only two or three, and may be six or eight, or, rarely, even more. At first their composition is not much different from that presented in health, except in the matter of consistency; but if the trouble continues the natural appearance is more and more lost, and stools become still thinner and more offensive. Bits of undigested food, ordinarily in the shape of curds more or less discolored, appear, and often the stool is mixed with greenish specks. Of course, if any obviously improper food has been taken by the child, this may be recognized among the other matters.

The other symptoms are not particularly distinctive. Restlessness, peevishness, and broken sleep are usually present in some degree, but only as in many other disorders. The disturbance of the digestive tract is suggested by the loss of appetite, by thirst, and sometimes by the condition of the tongue. If the ailment continues beyond a day or two the child is likely to show signs of weakness and languor, and to be hollow-eyed, and to exhibit some loss of flesh. Usually there is little or no fever; any considerable or prolonged rise in temperature is to be consid-

ered as suggestive of the disorder next described. In children a little removed from infancy the symptoms may vary somewhat from those just given and approach more or less those usual in adults. Simple diarrhoea by itself is not very dangerous, but unfortunately it is too frequently the beginning of, or is allowed to run into, the

#### Inflammatory Diarrhoea.

This disorder may begin suddenly with all its symptoms well marked, but ordinarily it either is the sequel of a simple diarrhoea, such as has been just described, which has existed for a number of days, or it is preceded by a period in which the baby seems to be fretful when awake and restless in sleep, as if in pain, and gives evidence of a disordered digestion by loss of appetite and by throwing up its food more frequently than in health, the vomited matter being more sour than usual. When the diarrhoea begins it is usually a much more serious matter than the variety previously described. The greatest variation exists in the frequency of the movements, which may be less than half a dozen in a day, or may in bad cases be more than twenty. So, too, they may vary greatly in appearance. They may be almost natural or completely watery, but usually they are between these extremes—some natural matter mixed with bits of undigested curds, with bile, mucus, and watery liquid. The peculiarities that are most uniformly present are a greenish color and an offensive or sour smell. In older children, as in the case of the other form of diarrhoea, the variations from

the peculiarities of health are less marked.

The evidences of general disturbance are more marked than in the milder disease. The signs of discomfort may be like those already described, or the child may be too weak and depressed to fret much. The appetite is usually diminished and the thirst increased. The abdomen is often, perhaps usually, tender to the touch in some places, and this symptom the mother or nurse, if intelligent, can usually ascertain for the physician, in his presence by preference, as many children from timidity shrink from the hand of a stranger. Fever is pretty certainly present and persistent, but, as in many disorders of children, rather irregular. In asylums and in dispensary practice a very common symptom is a scalded appearance of the parts covered by the napkin.

This is far less common among the classes that can afford abundant attendance for the sick child. The ailment usually terminates for good or bad within a fortnight, but it and the milder diarrhœa first described sometimes run a chronic course.

It is this inflammatory diarrhœa that is most commonly meant when the expression "summer complaint" is used, and it is this that so dreadfully swells the bills of infant mortality during our hot season. The true "cholera infantum" is a more startling disorder, but it is certainly a much less frequent one, if we restrict the term to the cholera-like seizures of young children. It is, however, only fair to say that many physicians include under the name of "cholera infantum" all cases of the inflammatory disease just described in which the tendency to watery stools is very marked.

## HOW CHILDREN LEARN TO WALK.

### II.

In connection with the subject of walking we may mention certain errors of gait indicative of particular diseases. There are a great many such significant modes of walking, but only a few of them are likely to be observed in childhood. We may, perhaps, pass over the peculiar drag and swing of a limb that is paralyzed, because, as a rule, this is the sequel of a well-recognized fit of illness, rather than a symptom of a beginning trouble. We shall, however, dwell a little on the modes of walking of a child in whom a disease of the spine or of a joint is commencing.

The general rule of all such modifications of gait is that the motion of the sensitive joint is impeded by an instinctive attempt to diminish the pain or irritation. We assume that the parent is familiar with the natural, free gait of a child. The perfect ease with which he moves, and the equality with which the motion is distributed between the two limbs, the unconsciousness with which the body shifts its weight from side to side backward and forward, as he runs, are delightful to see. Let any single joint become sensitive, and immediately the harmony is disturbed.



If, for instance, a knee is in trouble, it does not bend as freely as before; very likely it is kept a little bent, and the whole limb is swung forward as one piece, and the shortening of the limb caused by the bending will be made up by the dropping of the toe and lifting of the heel. So, too, if the hip is tender, the thigh no longer swings easily forward while the body is balanced on the other limb, but the haunch goes with the thigh, and as a consequence the body moves much more than in health. When, therefore, a child is observed in walking to swing one hip forward more than he does the other, it is well to watch him closely and to ascertain, if possible, why he does it. Naturally there is very little oscillation in the hips in a good walker, but it should be noted that very young children, who have but recently learned to walk, swing their hips more than other children or adults. But in health, at all ages, one hip moves as much as the other.

In health the spine is exceedingly flexible and follows with a sinuous motion all the movements of the lower extremities. Let any part of it become sensitive and it at once loses this flexibility. The trunk is carried with a more than military rigidity, and every bending of it is avoided. If it be necessary for the child to stoop he no longer bows over as before, but contrives to make the hips and knees do all the bending, or steadies his body by placing his hand upon his knee or seizing articles of furniture.

The various stages by which the child progresses from its first crude attempts at creeping to the full use of

its limbs are admirably described by Dr. Henry Ashby in his recently published "*Health in the Nursery.*"<sup>1</sup> The first method of progression, says Dr. Ashby, is often by rolling. The child will roll over and over on the floor to get within reach of some coveted toy. At other times, instead of rolling, locomotion takes place by a sort of shuffling, sideway, cross-legged progression, the feet and ankles being used like paddles to propel the sitting infant along sideways. It is not long before some sort of creeping is successfully attempted, though some children walk before they crawl. The infant turns on its stomach, perhaps, by lying on its back, holding its legs straight up in the air and using them as levers to turn over by. Once on its chest and stomach, it perhaps uses its hands to pull itself along, dragging its legs after it. Later it gets on all fours, and then nothing in the room within its reach is safe. There is now no keeping it still; if put on the floor it quickly visits all parts of the room, preference being given to the coal scuttle, or it makes for open drawers or cupboards and ransacks their contents. It will perhaps crawl for a chair, and then, monkey fashion, it will pull itself into an upright position by means of its hands. This four-legged progression is performed by some children very quickly, as nurses know to their cost, for they are in mischief in the twinkling of an eye. Two-legged progression is a much more difficult affair, and it requires some practice and determina-

<sup>1</sup> "*Health in the Nursery,*" by Henry Ashby, M.D., F.R.C.P. New York: Longmans, Green & Co.

tion to overcome the difficulties of balancing, and many attempts have to be made before confidence is acquired.

The question whether walking is an instinctive act Dr. Ashby answers as follows: The answer must be in the affirmative, though the organs necessary are not perfected by birth as they are in some animals, but take a year or more to develop. Long before the child can walk alone, if its body is supported by its nurse so that its toes are just allowed to touch the ground, it will make regular walking movements with its legs, placing one before the other, though sometimes the walking movements which it attempts would propel it backward. The stimulus excited by the contact of the feet with the ground tends to start reflexly the walking movements. While walking is no doubt a congenital activity, volition plays an important part in perfecting it. The infant receives encouragement from its nurse, and is anxious to be able to get about and to bring a number of new objects within its reach. Perhaps to some extent it imitates other children or adults. Before it can walk, a certain degree of development must have taken place in its legs and joints; the bones and ligaments and muscles must have become strong enough to bear the weight of its body, and the hips and knees must be held rigidly and be fixed. It must have got some idea of space, have learnt to distinguish objects clearly, as well as to balance itself and perform with nicety muscular movements.

Even healthy children differ with

regard to the time of learning to walk. Usually the earliest attempts are made about the tenth month, but three or four months more are occupied in learning to walk with safety.

The first attempts at walking must necessarily be preceded by the ability to stand alone. At first the upright position is only maintained by the help of the hands, the child catching hold of any fixed support available, such as chairs or tables. The infant crawls off a chair, pulls itself up by the help of its hands, then either pushes the chair in front of it or travels from chair to chair, or from chair to table. Dr. Ashby says that he has often noticed children in hospital wards who cannot walk alone, taking a trip every morning round the ward, pushing a chair in front of them over the smooth polished floor, and collecting toys from the other children as they go round.

The first steps taken without assistance are generally made by a sort of rush from one haven of safety to another, usually ending in the mother's arms. These essays are made in some cases before the end of the first year, much more often not until the end of the fourteenth or fifteenth month. It is not wise to encourage walking early, lest the loose knee joints should give way under the child's weight and more or less deformity take place. By all means encourage crawling, avoiding draughts, however, and protecting the child from cold. Crawling about the room and investigating the various articles of furniture in the nursery is an efficient means of education.

Even when the child has learned

to walk a few steps, some time passes before it is sure of its feet. A few steps are taken, and then it plumps down on the floor or catches hold of the furniture to save a fall; but, as a matter of fact, it seldom hurts itself, for its legs are short and it has not far to fall. Confidence comes slowly, and nervous children are longer in learning to walk than more courageous ones. Gradually, as time goes on, the child can stump about the nursery without paying any attention to his feet or without many stumbles. For a long time after he has learned to get about fairly well, he is easily tired with the exertion and then trips up on any objects in his path. His gait, too, for a while is awkward, his legs being far apart as he walks, so as to give him a broader base of support. This ability to clear objects in his path, such as a doorstep, or to go upstairs, is not usually attained till the child is eighteen months old, but generally it is not later than this.

Running and jumping are move-

ments which are acquired later still, and it is only quite at the end of the second year or at the beginning of the third that the child runs or jumps with any confidence, unless assisted by friends holding him by the hands. Running and butting with the head like a mountain sheep is a trick that seems to come naturally to the child when roused to anger.

Kneeling is a position which children are late in assuming by their own initiative, although every mother knows that it is a favorite position for older children when at play.

Kicking is learned later than walking, for, as it is performed in the upright position, it means balancing on one leg for a moment or two. At eighteen or nineteen months a normal child is usually able to kick a ball or some other object about the nursery floor. This he learns by imitation. Kicking when in a temper is no doubt instinctive and derived by inheritance from our savage ancestry.

## THE IMPROVEMENT OF OUR MILK SUPPLY.

Dr. E. F. Brush, of Mount Vernon, N. Y., has gathered into a volume a number of valuable essays contributed by him, from time to time, to the leading medical journals on the subject of bovine tuberculosis. In dealing with the question of how to prevent the development of scrofula and tuberculosis in the dairy cow, and thus eliminate this disease from the human family, Dr. Brush says, with much force: "There is no other animal in creation that is so closely

and intimately associated with some communities of the human race as the domestic cow. Her milk is one of the most absolute necessities for the nursery and the table in every household; every part of her flesh and the large visceral organs are consumed as human food; her blood is consumed by some communities. All civilized races of the present day acknowledge the utility of vaccine virus for the prevention of small-pox, and this virus is transmitted



through the system of her calf before it can serve as a protective virus for the human system. Her hoofs and horns are transformed into the gelatin which constitutes one of the delicacies of the table and sick-room, her hair enters into the composition of the plasters on our walls, and with her hide we cover our feet. This animal has been bred to a twofold purpose—namely, to furnish us with milk and with beef; in breeding the dairy cow every other point has been lost sight of except the main function of a milk producer. The well-known scrofulous forms in animals and the humankind are, unfortunately, the largest milk yielders. Therefore, in some of the noted milking breeds, the form sought after by breeders is that which will correspond with the delineation of the characteristic form of scrofulosis given by Miller, as follows: ‘The complexion is fair, and frequently beautiful, as well as the features; the form, though delicate, is often graceful; the skin is thin and of fine texture; the pupils are unusually spacious; the eyeballs are not only large but prominent; the eyelashes are long and graceful.’ Now let us contrast this description of human scrofula with Dr. L. H. Twaddell’s description of a noted dairy cow: ‘The Jersey cow is of medium size; her peculiar deer-like aspect distinguishes her; her head is long and slender, the muzzle fine, the nose is black, and the large, dreamy eyes encircled with a black band; the limbs of the Jersey are very slender and fine; her neck is slender and rather long’; and Colonel George E. Waring, Jr., says he knows of no

fault in the milking cow greater than a thick skin. Thus we have in the scrofulous human subject a beautiful form, a thin skin, large eyes, and the same characteristics as those found in the best milking form of the dairy cow. Scrofulous females in the human race usually secrete an abundance of milk, although they are not deemed the best nurses. Even Donne alludes to this fact and cites in his work on mothers and infants the case of a nurse that suckled the children of one of the most noted Paris physicians, and was recommended by him to other noted families, who, when examined by Donne himself, was found to be in a scrofulous condition. Of course she must have given an abundance of milk to be thus recommended.”

Dr. Brush, in calling attention to the violation of the laws of the State of New York concerning dairy inspection, says: “What is the whole foundation of Listerism but cleanliness? If the surgeon of years ago had been told that he was criminally filthy when he carried his instruments in a beautiful-looking, deep-piled, velvet-lined case, and, after opening a malignant abscess or bubo, he simply wiped his instrument to make the blade bright and prevent it rusting, he would have resented the accusation as a malicious libel. But to-day he could be convicted of criminal carelessness for the same thing by a due process of law. Antisepsis is just plain, common-sense cleanliness. Dirt has been defined as matter in the wrong place. Growing plants thrive and flourish in the presence of material that is foul and noxious to growing animals.” There

is nothing dirty or filthy, says Dr. Brush, when it is in the right place. But in many dairies furnishing milk for food, dirt is simply allowed to accumulate without the slightest regard to sanitary considerations. It is not uncommon to find fifteen or twenty cows confined in a damp basement where no effort is made to observe cleanliness, and every effort possible is made to exclude external air during the cold weather, and thus the cows are kept warm by their own reeking breath, made doubly noxious by the accumulating filth and the stench from the refuse food.

The milk from these animals is received in vessels seldom or never properly cleaned, and taken to be bottled or canned into the dwelling-house, where poverty and a natural tendency to shiftlessness make everything as dirty as it is possible to be.

For the immediate improvement of our milk supply Dr. Brush would recommend the formation, in every

community, of a society of dairy supervision, this society to be composed of doctors and veterinarians, who will make rules to govern dairies in their vicinity, and who will certify as to the quality of milk supplied to the community by dairymen who are willing to obey and positively carry out the rules of the association. This milk he would call "approved milk."

When it is not possible or advisable to form dairy supervisory associations, our local boards of health, instead of making health codes that are never enforced, should inspect the dairies in their vicinity, and, where they found any that were filthy and contained diseased cows, report this to the dairy inspector of their district; then, if the inspector did not perform his duty properly, they ought to proceed against him. In this manner the laws as they exist now could be enforced, and thus the dairy cow would become what she should be—a useful and not a dangerous animal.

## THE VALUE OF GARGLING.

A good deal of attention has been given in Germany to certain experiments made by Dr. Sanger to prove or disprove the utility of gargling in diseases of the throat; the value of this procedure having been questioned by several physicians of prominence in Europe. The therapeutic utility of gargling depends on whether the fluid employed reaches the mucous membrane of the pharynx and the tonsils or not. To determine this fact, the tonsils of a patient were painted with methylene blue, and he then was told to gargle with plain water. The water ejected from the

mouth was found to be quite colorless, and the tonsils still retained their blue appearance. In other experiments the velum, a portion of the tongue, and the tonsils were dusted with wheat flour, and a gargle given the patient in which iodine was mixed with glycerine. It was found that the velum and the tongue showed the blue color of the reaction on the starch, but the flour on the tonsils was neither colored nor washed away. Dr. Sanger believes that gargling is useless, and when a local treatment is desired a swab of cotton wool should be employed.

## POINTS WORTH REMEMBERING IN THE BRINGING-UP OF CHILDREN.

Dr. M. M. Smith, of Austin, Texas, delivered recently before the Summer Normal School at Austin an interesting address on "General Hygiene," some parts of which appeal with particular force to the readers of *BABYHOOD*.

Calisthenics, he said, is well suited for young children. The health lift, light dumb-bell, or Indian clubs are of much value if used in pure air and with clothing suitable for such exercise. Usually there is no kind of exercise better than some form of physical labor, because it gives exercise to the muscles and at the same time occupies the attention. A little general housework would improve the condition of many ladies who go away yearly for their health. A little more walking and dusting and sweeping, and a little less guitar and novel and hammock, would be good hygienic advice to many of our young ladies who do not really exercise enough to digest the candy eaten daily; and if our young men who believe they need baseball, the gymnasium, rowing, and fishing for exercise would take to wood-chopping, lawn-mowing, and garden work, they would improve physically and their parents financially. An eminent physician once said: "There is no gymnasium in the world which is better to secure excellent results from exercise than the kitchen, the wash room, the work shop, the wood yard, the barn, and the garden. These are Nature's gymnasia. They require no outlay for special appli-

ances, and are always fitted for use." I would not have you believe, however, that I am opposed to the piano, the hammock, or the summer trip; they all have their proper place, yet a due consideration of the other will prove a revelation to many who have merely trivial complaints.

#### Hygiene of the Brain and Nervous System.

Since these are the controlling parts of the entire body, and upon their development and health depends man's superiority, they are, therefore, of supreme importance; and since nervous diseases are largely on the increase, we see the necessity of teaching the laity the hygiene of this great system. The brain and nerves are both capable of development by exercise, and require it for their health and growth. Under this head I shall make a few remarks concerning the proper mode of developing the mind, and I want to say distinctly I fully appreciate the rapid strides that have been made during the last few years along this line by pedagogy, which has developed into a science as much as physics, chemistry, or medicine. We all realize there is a right and a wrong way to deal with young minds in order to develop them properly. Dr. Richardson, an eminent medical authority, has said upon this subject: "For children under seven years of age, the whole of the teaching that should be naturally conveyed should be through play, if the body is to be trained up healthy, as the bearer of



the mind, and it is wonderful what an amount of learning can by this method be obtained. Letters of language can be taught, conversation in different languages can be carried on, forms of animal life can be classified, the surface of the earth can be made clear, history can be told as story, and a number of other and most useful truths can be instilled, without forcing the child to touch a book or read a formal lesson." As the child grows in years it should be taught how to study to the best advantage, how to investigate and originate ideas and become mentally independent. This idea cannot be too strongly impressed, that school is not intended as much for teaching children facts as they exist as to teach them how to acquire facts for themselves.

#### Hygiene of the Teeth.

According to the teaching of evolution and the evidence seen in our daily observation, the time will come when the race will become toothless. In confirmation of this belief it has been shown that the dentists in the United States extract annually twenty million teeth, make and insert three million artificial ones, and the amount of mercury, tin, gold, and other metals used in filling cavities would startle you. It is well known that defective teeth impair digestion, and impaired digestion enervates the whole economy; and, on the other hand, dyspepsia is a common cause for the decay of the teeth. The teeth are neglected by parents—the children must suffer, and this makes it necessary for the teacher to give them instruction upon

this important subject. Very definite rules should be given them, such as cleansing the teeth night and morning with a suitable brush, and after each meal; using, when necessary, toothpicks of soft wood; having a tooth filled as soon as decay is noticed, and whenever a tooth aches having it examined by a competent dentist. Keep all acids and gritty substances from coming in contact with the teeth, and urge upon all children the evils resulting from cracking nuts with them.

#### Hygiene of the Eye.

Except to say do not meddle with the ears, I shall only speak of sight. The eye is the most delicate and by far the most important organ of sense, which makes it necessary to guard and protect it in every possible way. The effects of poor light cannot be too strongly urged. See that suitable daylight is obtained, and instruct pupils concerning the best available light for reading. The eye must rest at intervals. Encourage pupils to look from their books occasionally at some distant object and change the focus. Cease using the eyes when they become painful. Do not read lying down; the posture does not give the eye a restful position in order to focus properly. If the eyes are near-sighted or far-sighted have them examined by a competent oculist, and never buy glasses at random and use them for the defect. Avoid popular eye washes, salves, and ointments, so commonly used with bad results. To impress this fact upon you I shall quote the remarks of an eminent oculist of New York, who is in

a position to know about the neglect of the eyes. He said: "Whatever an ounce of prevention may be worth to other members of the body, it certainly is worth many pounds of cure to the eye. Like a chronometer watch, this delicate organ will stand almost any amount of use, but when once thrown off its balance it can very rarely be brought back to its original perfection of action, or, if it is, it becomes ever after liable to a return of disability of function or the seat of actual disease. One would have supposed from this fact, and from the fact that modern civilization has imposed upon the eye an increasing amount of strain, both as to actual quantity of work done and the constantly increasing brilliancy and duration of the illumination under which it is performed, that the greatest pains would have been exercised in maintaining the organ in a condition of health, and the greatest care and solicitude used in its treatment when diseased. And yet it is safe to say that there is no organ in the body the welfare of which is so persistently neglected as the eye. I have known fond and loving mothers to take their children of four or five years of age to have their first teeth filled instead of having them ex-

tracted, so that the jaw might not suffer in its due development and become in later years contracted; while the eye, the most intellectual, the most apprehensive, and the most discriminating of our organs, receives not even a passing thought, much less an examination. It never seems to occur to the parents that the principal agent in a child's education is the eye; that through it, it gains not only its sense of the methods and ways of existence of others, but even the means for the maintenance of its own; nor does it occur to the parents for an instant that many of the mental as well as the bodily attributes of a growing child are fashioned, even if they are not created, by the condition of the eye alone. A child is put to school without the slightest inquiry on the part of the parent, and much less on the part of the teacher, whether it sees objects sharply and well defined or indistinctly and blurred; whether it be near-sighted or far-sighted; whether it sees with one or two eyes; or, finally, if it does see clearly and distinctly, whether it is not using a quantity of nervous force sufficient after a time not only to exhaust the energy of the visual organ, but of the nervous system at large."



## EDUCATIONAL METHODS.

## Parental Authority.

There are numerous methods of training children. One is by first training the parents. We never realize so strongly the necessity for "being good" ourselves as when we see the effect of our behavior on the little people. The old adage that example is better than precept is grown trite through repetition; but it holds true, not only because children are great imitators, but because they early recognize and despise the hypocrisy or weakness of not practising what you preach. As soon as they begin to reason and to criticise (which they do very soon), the future influence of the parents depends on the blamelessness of their bearing and motives.

In my childhood it seemed so easy to be good when one was "grown up"—grown up beyond reach of temptation to naughtiness. My mother stood to me for Infallible Right. As I grew older I began to rely on my own opinions and judgments now and then in preference to hers. Where my experience or information exceeded hers, I had the same advantage which she held along other lines. In time she came to consult me just as I consulted her. But the partial independence, instead of lessening my love and reverence, only made the relationship more human and equal—the most perfect friendship of my life!

Now, I had seen her make mistakes; I had learned that no man quite lives up to his highest inten-

tions; but her influence outlasted her authority, because she was always sincere, always reasonable. It is this fair-mindedness that I would call for as the watchword in the home—and everywhere else, for that matter. Consider the rights of the child. Never vent your nervousness or personal grievance on the little one. Some women are so ready with a thimble finger for the nearest curly head. Never humiliate a child by laughing at its tragedies or punishing it before outsiders. The method is futile with a proud or sensitive spirit; and the hurt never heals, even in the gentlest nature. Don't be dictatorial. For, after all, authority (except mere physical tyranny) is a privilege, not a right. You can enforce it only so long as the other person admits it; and abused, it is soon forfeited. Give a reason for your decisions whenever possible. Don't, in the interests of training, thwart a child's natural bent. Life will bring denials enough. It is entitled to follow its harmless inclinations. You cannot make children after some little pattern of your own. You certainly should not want to. If you do not interfere in little things, you are more likely to prevail in big ones. If you do not speak too often, your words carry more weight.

Convince a child in such ways of your fair-mindedness, of the sincerity of your desire for its good in all your rulings. Then, when you cannot explain your decision nor persuade the child of your present justice, the



argument that you "wish it" will itself seem just and reasonable.

ABBY SWAIN MEGUIRE.

*Louisville, Ky.*

Helping to Be Good.

"Come, mother will help you!" has been such an open-sesame in the problem of securing an easy obedience from my two-year-old girl that I wish to suggest it as part of a good rule that works both ways.

We all appreciate the value of letting children feel that they can help us and can share in our pleasures and duties. We let them show their interest by trying to do what father or mother can or must do. As a writer says: "Knowledge becomes valuable in their eyes just in proportion as it helps them to do something then and there. Doing and feeling are intimately connected; and this doing, called into activity by interest, will excite into activity other feelings, and will enlist the services of the will, that power of the mind which determines, sustains, and directs action."

Now, when a toy is thrown down or some request disregarded, it is because the ever-changing activity of the child's growing and often hungry mind wants some new field to investigate or a new view of the old, and resents being compelled to use or do what no longer interests him. If forced to act without interest opposition will certainly be aroused,

and one of those long or short struggles of will with anger, so painful and so taxing to both sides, is the result; for, in justice to the child, any reasonable request made must be insisted upon.

And here "mother's help" has thrown oil on the troubled waters for me. "Baby will pick up the blocks, but mother will help her, and will put them all so straight and even that they can go to rest in the pretty box where they stay at night, as Baby does in her own little downy."

I have seldom found long resistance; a new interest in the blocks or her own bed and such a little "help" from mother smooths the way for Baby's hands and will, and for mother's too.

If we mothers had lost interest and were perhaps tired or not quite well and a little fretful, the last thing we should wish to meet would be some issue in which we were justly, or, as sometimes happens, unjustly, forced to do or say something distasteful or apologetic, or to promise "never to do so any more," as Baby has to do. I think we should need some help, and what would help us most would be, not an inflexible "must," but a caress, or some word or look of loving companionship in that struggle for right which we never grow old enough to win without the help of some tender, loving sympathy—present or a memory.

E. F. B.



## AMONG THE BIRDS WITH CHILDREN.

## II.

Children of all ages are fascinated by bird life. With them observation and imagination often mingle, with amusing results. One evening recently our bird discoveries were the subject of conversation around the table. Robert asked: "What was that big bird we saw coming from Jamestown, that red thing?" The last characteristic mentioned was rather puzzling, and in the midst of the discussion three-year-old Ruth brought her vivid imagination to bear on the subject, saying eagerly, in unconscious rhyme: "Why, I saw a little hawk, was up in a twee, an' he sang a little song of me (to me), he sang 'My Country, 'tis of Thee!'" —certainly an unusual bird.

A few weeks ago I heard a distinct and plaintive call, like "Pretty dear? pretty dear?" or so I fancied it, in the light of facts afterward discovered. The family bird-authority informed me that it was the quail, whose song is seldom heard in town. This song was not the "Bob White" of the fields. Here was a tragedy, a broken heart. "Some one has killed his mate, and he is calling her," said the housemaid, a country girl. For several days we heard him calling, calling Mother White in vain. Once I slipped out, so close was the sound, and, thinking the bird in a certain tree, tiptoed around a large bush for a better view. Suddenly, from the bush at my side, "Whir-r-r!" close by my ear, and before I could turn and focus startled eyes on a flying bird there was nothing to be seen.

Our plan of bird-study is simple indeed. It consists, first and chief, in watching and listening to the birds; second, in consulting books of authority, to find to what illustration and description the unknown bird corresponds; third, to learn something of its habits in both above-mentioned ways. The main result desired is to be able to recognize the bird by sight or by the note alone. All this any unscientific person can do. It is best, I find, to jot down one's own description *before* consulting some authority, lest fact and fancy become confused. One fact puzzling in classifying birds is that the females of some species are so entirely different in color from the males that, unless seen in pairs or known by the note, positive identification is well-nigh impossible to the amateur bird-student.

I can now recall twenty-six varieties of birds seen or heard last summer in our yard or immediate vicinity, some of them constant visitors. These are the robin, blue-jay, golden oriole, red-headed woodpecker, downy woodpecker, blackbird, cardinal grosbeak (redbird), rose-breasted grosbeak, house wren, tufted titmouse, wood peewee, barn-swallow, flicker or yellow-hammer, turtle-dove, nut-hatch, rain-crow or American cuckoo, catbird, screech-owl, humming-bird, gold-finch or wild canary, quail, yellow warbler, domestic pigeon, English sparrow, chipping sparrow, and another sparrow, unseen, but whose song, heard often

at some little distance, was, I think, that of the tree-sparrow. Add to these the other birds seen or heard during the season in woods, field, or by the roadside—the meadow-lark, brown-thrasher, song-sparrow, crow, sparrow-hawk, chicken-hawk, red-winged blackbird, black and white creeping warbler, king-bird, red-tanager, indigo-bird, bobolink, and phoebe-bird or house-peewee—and we have in all forty varieties. Buzzards and one variety of heron are common here, though we did not happen to see any this season.

On Lake Chautauqua, in the latter part of August, there were few song-birds, they having presumably migrated. Our roving Henry, with his father, saw a flock of the real blue-birds or blue robins, birds now so rare with us. Flickers, wood-peewees, and swallows were about the lake in numbers. Eagles, too, were common. Ridiculously solemn kingfishers sat hunched up on limbs overhanging the water, or darted forth with a rattling cry at the approach of the boat. One tiny bit of sunshine we noticed while sit-

ting in the park at the Cleveland depot. The bird alighted but for a moment on a larch not far away. In his flight, a yellow gleam against a background of blue lake and sky, we could not distinguish the marking, except to note the absence of the black which marks the wild canary. We took this little fellow to be a warbler.

"Bird Neighbors," by Neltje Blanchan, is a book helpful in the identification of our common birds. On hearing of the magazine, *Birds*, now called *Birds and All Nature* (published in Chicago), we obtained a bound volume of the first numbers. These, illustrated by color photography, the children thoroughly enjoy.

As never before, I have noticed with regret the wings, and indeed the whole birds, which "beautify" the hats and bonnets. Would that BABYHOOD mothers might join in refusing these ornaments whose provision has caused needless pain!

HARRIET L. GROVE.

*Delaware, O.*

## A KANSAS KINDERGARTEN.

Though BABYHOOD often refers to the kindergarten, and does it full justice as a means of mental and moral training for our children, I have never seen a suggestion for establishing this important institution. Therefore I give my experience, hoping it may be of value to some mother situated as I was a year ago—with a very earnest desire to give my children a kindergarten training, but

with little hope of being able to do so. Twice there had been attempts made by private individuals to secure a class and teacher, but both attempts proved dismal failures. Once when a lady appointed a meeting and invited about a dozen mothers to come and discuss the question, not a single one responded. I am sure it is no exaggeration to say that when the third and successful attempt was



made, there were less than half a dozen mothers who had any conception of what a true kindergarten is, or who were willing to give time or money for it.

Last September three of us decided to organize a Mothers' Club, hoping it would evolve a kindergarten, but none the less determined to make each meeting helpful and interesting. Our invitations were cordially given, and some of them accepted, though we have never had over nineteen members, and some of these had no children of the kindergarten age.

We met once in two weeks, on Tuesday afternoons, and took our sewing with us. There was a programme committee, which had charge of the meetings; but we never attempted anything original, though every article read was afterwards discussed. We worked quietly for the kindergarten, and after Christmas brought the matter before the club. Fortunately, in a city only sixty miles away there is a successful kindergarten association and training school, and the president of the association was invited to come and address the mothers of our little town. She graciously responded, saying she would like to bring with her the principal of the training school. This involved an expense of nearly twelve dollars, but when the matter was laid before the club voluntary contributions were at once offered to cover it. Then we made our invitations as general as possible, hoping to have every mother hear these ladies speak on this most important theme. The day appointed proved to be bitterly cold, with a raging blizzard, so that scarcely fifty, many of them teachers and others not

directly interested, braved the storm. But that meeting made the kindergarten a certainty. Failure seemed henceforth impossible, though we still had many serious obstacles to overcome. The ladies to whom we owe so much kindly consented to find a teacher for us, and they have sent a thoroughly trained kindergartner, a young lady of rare ability. Too much importance cannot be attached to the choice of a teacher.

After soliciting pupils (we now have twenty-six), a meeting was called at which each mother signed a paper promising to pay the tuition for a certain length of time, even should her child be necessarily absent. This had to be done on account of the great expense of purchasing materials. We thought best to open with the spring term, as in the country so many mothers object to sending children out during the winter, but we expect next year to send a carriage for the little ones during the severe weather.

We were especially fortunate in regard to materials, which are always a heavy expense, being able to purchase them at second-hand, though practically new, and paying for them in instalments. Then we give the mothers the privilege of buying the chairs for their children, to be taken home when the child leaves the kindergarten.

We engaged a large, sunny room, in a private house, and the lady kindly allows the use of her piano. I have not space, nor would it be of especial help, to tell how kind and interested people are: one man gave us a load of wood, another brought our materials from the place of storage;

the editor of the paper does all our printing, etc. It is more practical to say that the teacher is boarded for a very small sum by an enthusiastic mother who fully appreciates the benefit of the companionship for her little daughter; that another mother has volunteered to act as assistant; while there are several "charity" pupils. Our tuition is \$2.50 for four weeks or \$4 for two children in the same family.

The regular meetings of the Mothers' Club have been succeeded by a mothers' class under the direction of

the kindergarten teacher. The object is to instruct the mothers in regard to kindergarten work and so keep up their interest, and to help them govern their children at home on kindergarten principles. I firmly believe that "where there's a will there's a way," and that the great majority of BABYHOOD mothers can, if they will give time, strength, and courage to the work, have a first-class kindergarten wherever they may be situated. Surely no effort can bring a greater reward.

SUSAN MORRILL BAKER.



## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### Looseness of the Bowels.

*To the Editor of BABYHOOD:*

My baby of 21 months has been troubled with a looseness of the bowels for the past five months. I can hardly say diarrhoea, for although the movements are too frequent, four to six per day, they are not always thin, though often slimy and of a very bright yellow, then again chalky.

He weighs 25½ pounds, sleeps 12 hours out of the 24, is in good spirits, but is very pale. He has 12 teeth, including the two eye teeth, which are only just visible. I think the stomach teeth will follow soon. He takes 11 ounces of milk at 6.30 A.M.; at 9

a cup of Ralston's Breakfast Food, merely flavored with beef extract, and a small slice of wheat bread and butter or toast; at 11.30 he gets 11 ounces of milk; at 3 P.M. the same as at 9 A.M., with sometimes the addition of a little sweetened junket; at 6 he again gets 11 ounces of milk with bread, if he wants it; and at midnight he once more calls for milk, and refuses to go to sleep without it, 6 ounces being sufficient. All of the milk is boiled and contains lime water. I often give chalk mixture if the movements are unusually thin.

Please tell me if this state of the bowels is due to teething or improper food. He has

all he wants, but possibly he needs more of a variety. The meal hours seem rather irregularly arranged, but he fixes them himself. I do not like his being so pale, for he has always looked well, in spite of being bottle-fed from birth and only weighing  $7\frac{1}{2}$  pounds. Some say he needs meat. What is your opinion?

*Albany, N. Y.*

M. B

The character of the movements suggests to us a condition of the bowels best remedied by a little judicious medication. Probably a very little attention from a good physician will do far more good than a good deal of domestic practice. We urge you to consult the best physician you know.

#### The Second-Summer Superstition.

*To the Editor of BABYHOOD:*

My baby is one year old, very healthy, and weighs twenty-five pounds. He has six teeth, walks a little, creeps and climbs, and is altogether a fine, sturdy, solid little chap. I nurse him, and my doctor says I am to continue nursing him all through the summer. Now, would it not be possible for me to give the little lad some food twice a day to supplement the nursing? Our humid climate seems to be a particularly hard one for "second-summer babies." I am exceedingly strong and robust myself, and if I could manage to nurse my baby through this nightmare of the second summer I might ward off the ills incidental to that distressing period of a baby's life. Will you kindly give me your advice?

I. S.

There being no address given, we know nothing of the "humid climate" alluded to. Nor can we guess why your physician desires you to continue to nurse a child apparently so well prepared for weaning. But in any climate with which we are acquainted, and where good cow's milk can be obtained, the dread of the

"second summer" is only a superstition. Even with the carelessness of infant feeding formerly prevalent, the second summer was never anything like as destructive as the first. The dangers of the second summer all arise from improper feeding. This being the case, we can only suppose that your place of residence involves some especial difficulty in obtaining fresh milk which has led your physician to advise you as he has.

Backwardness Due to Malnutrition; Average Weight of a Year-Old; Arbitrary Changes of Food.

*To the Editor of BABYHOOD:*

My little boy, now almost a year old, seems to be doing very poorly. To begin with, he has no teeth, has never crept, and weighs only  $12\frac{1}{2}$  pounds. At first we fed him condensed milk, then changed to milk prepared with "Fairchild's Peptogenic Milk Powders"; from this we changed to Horlick's Malted Milk. Each food was given a fair trial, but his weight does not seem to increase. We are now trying "Mellin's Food." The trouble seems to be, he does not properly digest his food, for the stools appear undigested and full of mucus; at least that is what I imagine.

(1) Is the lack of teeth owing to his impoverished condition, and ought I to feel alarmed at the appearance of the mucus?

(2) What is the general weight of a child a year old?

(3) Do you think the Mellin's Food, with the addition of half milk and water, suitable nourishment? I feed him from two to three ounces every two hours.

*Rochester, N. Y.*

J. D.

(1) The delay is probably due to the malnutrition. The mucus suggests an intestinal catarrh.

(2) About 22 pounds naked.

(3) We can form no idea as to the suitability of the food in this case.



We do notice, however, that the child's food has been frequently changed, and that the selection of the foods seems to have been guided rather by chance than by any definite physiological reason. We think that in your city good medical advice can be easily obtained, and that the thing to do is to have the baby's diet directed by a good medical man who can see the child.

**Broken Sleep; Regurgitation not an Evidence of Indigestion.**

*To the Editor of BABYHOOD:*

I would like to ask your advice about my baby boy. For the first three months of his life he slept from 7 P.M. to 7 A.M., with only two breaks for nursing, at about 12 P.M. and again at 5 A.M. or thereabouts. Now, at the age of four months, he hardly ever sleeps much over three hours at night without waking and seeming to require nourishment. He is in no pain, and goes to sleep again as soon as nursed. Can it be that my milk does not nourish him sufficiently? In the four months he has gained nine pounds, weighing nineteen pounds the day he was four months old; he is also strong and vigorous. Do you think his waking so often is simply a bad habit and not hunger? If so, how can I correct it? He nurses regularly every three hours during the day, and sometimes goes even four hours without demanding nourishment. He sleeps two or three hours during the day. He is somewhat troubled with regurgitation and gas on his stomach. Just as soon as he is through nursing he seems to desire to sit up, after which he belches and vomits up milk; he also vomits his milk at intervals of

an hour or more after nursing. The milk is curdled, and many people tell me this is all right, that it is a sign of a healthy baby; but I do not see any reason for this being so. Is my milk deficient in some way? I try to be careful of my diet, as I suffer from indigestion. Do you think these troubles deserve attention in view of the fact that Baby is fat, strong, and happy? He is relieved as soon as he gets rid of the milk, and will be good for hours at a time.

*Henderson, Ky.*

F. A. S.

It is, of course, impossible at a distance to determine whether the broken sleep is due to lack of food or to indigestion. If a child wakes, whether hungry or not, it expects as a rule to be filled before going to sleep, but this apparent hunger by no means proves the need of food. Often the discomfort is really due to thirst and would be at least as well relieved by water as by the breast.

Regurgitation alone is not a sign of indigestion, merely of over-distension of the stomach. The gas does suggest an imperfect digestion. The curds, if light and flocculent, are normal as the result of the action of the gastric juice. If, however, the curds are large and hard, especially if lumpy, they are evidence of an over-action and probably over-acidity of the gastric juice.

On the whole, we see no evidence, in the symptoms and conditions you detail, of any serious indigestion.



## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### Right-handedness.

A writer in the Massachusetts Medical Journal mentions the belief of some medical observers that the child is born using both hands, arms and legs equally well. Right-handedness is the result of careful training on the part of nurse and parent. Left-handedness is probably started by a burn, strain or injury of the right hand during the critical period of babyhood. The great advantage of ambidexterity is dwelt upon, and Alexander Mott, Joseph Pancoast, Samuel F. B. Morse, Leonardo da Vinci, and Michael Angelo are mentioned among the other notable ambidexters. The crossed fibres to either brain are believed to be a switch-

ing-off apparatus, intended for only temporary use, and all arguments based on anatomy as forcing right-sidedness are thought to be weak.

### Constipation in Children.

Dr. Louis Fischer, in the Canadian Journal of Medicine and Surgery, writes: "An invariable rule followed by me in children is never to permit a child to retire for the night without a movement of its bowels; consequently, if the infant has been constipated during the day I advise the injection of one pint of a mixture consisting of two-thirds warm water and one-third glycerin—the latter to be used to soften hardened accumulations of fæces in the rectum."

## THE MOTHERS' PARLIAMENT.

**A Mother's Experience with Infantile Scurvy.**

The articles on "Scurvy in Infants" in *BABYHOOD* have interested me so deeply that I feel

I must write and tell you what my experience has been with "scurvy" in my child, though I never applied that name to her disease before.

When my oldest child was born I unfortunately was unable to nurse her. She was given various old-fashioned home-made baby foods, which had the effect of reducing her from her weight of 11 pounds at birth to about 7 or 8 pounds when two months old. On reaching home (Baby was born in a hospital in San Francisco) our family physician advised a patent

food, which did not agree with her. Then he advised a food composed of milk, cream, sugar of milk, water, etc., sterilized, with lime water added. The baby was on this diet at four months of age and weighed 10 pounds. When I began a trial of some other food with condensed milk. The change for the better was wonderful, and she continued well until the eighth month, when she cut her second tooth and vomited a little. As she was our first child we naturally became anxious and sent for the physician, who, on learning that she had partaken of perhaps a spoonful of rice and milk, forbade our giving her any experimental food

until the first four teeth had appeared. The fourth tooth was about through the gum when I noticed, on dressing her, that her left knee seemed oversensitive to movement. Then the right limb seemed affected. I sent for our physician, and, as it happened, the soreness and pain were not in evidence when he called, and he seemed to regard me as an over-anxious mother, but added that her little soft shoes might be too short. A larger pair was immediately purchased, but, though they fitted comfortably at night, the next day we were unable to get her stockings on. The physician was again called, and the pain was again absent when he examined the child. Each day Baby grew more irritable when handled, until one evening, about two weeks from the appearance of the first symptom, on lifting her on my lap, she seemed to have such pain that I feared she would scream herself into convulsions. Her father went for the nearest physician, who was not at home, and, on coming in later to see how the child was, found her sleeping peacefully in my lap. The next day the physician thoroughly examined the child. He reserved his final opinion for two days, but feared the child was in an incipient stage of hip and possibly spinal disease. For those two days Baby lay on a board, a patient little sufferer. On calling again the doctor declared her improved, though we scarce thought so, and knew it later. She grew worse, and another physician was called, who ordered a change of food, denounced the other doctors, and prescribed starchy foods, potatoes and gravy, etc., for diet. We

disobeyed orders. We seemed thrown back on our own resources. Physicians seemed to give no help, and the Children's Hospital of San Francisco was under consideration. I was expecting another baby about the time when my poor little invalid would be one year old. I was advised to eat good rare beefsteak, as I was in poor condition. A friend sent us a box of fine Tejon oranges. On receiving them I concluded to try the juice of an orange on Baby, to move her bowels, and I was so pleased with the result that I continued its use, with best results. At the same time I gave her some of the beef juice from my steak, and we would have together every day our lunch of "beef and oranges." Then, night and morning, Baby was anointed with about a dozen different liniments, unguents, etc., and on her gradual improvement, and on her finally becoming a big, rosy, healthy baby, we were besieged with inquiries as to the method of cure; our neighbors and friends declaring variously their belief that she had been paralyzed or a victim of rheumatism. When Baby No. 2 appeared, Baby No. 1 was happy and laughing, though still unable to sit alone. Indeed, she did not walk until 17 months old.

An article similar to the one you published on scurvy appeared at that time in a medical journal and was shown us, and we both regarded our resorting to the beef juice and orange juice as an inspiration. I have often thought I would write to *BABYHOOD* of my experience, as I feared that perhaps some other mother might be groping in the dark with a little crip-



pled baby, and am sorry that I should not have done so sooner. The baby so afflicted is now a healthy girl of four and a half years.—*Mrs. C. H. Fairchild, Kern, Cal.*

**Thumb-Sucking  
and its Cure.**

Some time ago I read an article in *BABYHOOD* in regard to the cure for thumb-sucking. Like the writer, I had made ineffectual efforts to stop the habit early with my first baby. She continued, however, to suck her thumb, greatly to my distress. It was in her mouth almost continually. She is now four years old, and takes almost as much interest in *BABYHOOD* as her mamma does, and when a new number comes she wants me to look through it right away, and see "if there is anything in it that is nice to read to little girls." I read this cure for thumb-sucking to her, and asked her if she did not want to try it, and she readily assented, so I prepared the glove-fingers and put them on. At first she wore them all the time, except when eating or having her hands washed; but now she only wears them at night and when taking her nap during the day. I do not think it is really necessary for her to wear them at all any more, as she seems to be completely cured of the habit, but I continue to put them on when she goes to sleep, to make sure. At first it was pretty hard for her, but I kept up her courage by reading the article over to her, ostensibly to find out "just how the little girl's mamma did," so that we could do it that way, and by telling her that when she had really broken herself of the habit I would write a letter to *BABYHOOD*, so that "some

other little girl's mamma would know what to do if she had a little girl who sucked her thumb." We think this cure very remarkable, for at one time she tried very hard to quit, in order to get a pony her papa promised her and a work-box her grand-mother promised her; but finally she decided she would rather suck her thumb than have either.

My second baby, who is now eleven months old, began sucking her thumb, but I had been so distressed by the habit in the first one that I determined to nip this in the bud, if possible; so I made Canton flannel bags, or mittens without thumbs, making them large enough to give the little hands plenty of room, and slipped them over her hands and pinned them to her sleeves with safety pins. I kept them on day and night for about two months, when I found the habit had been broken up. Whenever I was at leisure to watch her and keep her thumb out of her mouth, I would take the mittens off, as I feared she would not learn to use her hands if kept tied up all the time.—*E. M. B., Palm Beach, Fla.*

The only child in a household is to be pitied. He misses so much of the happiness of childhood in being deprived of the love and companionship of brothers and sisters. Is it any wonder that he is so often discontented and fretful, and, as soon as he is old enough, seeks companionship with children of his age upon the street?

I hold that it is unjust to any child to deny him wilfully brothers and sisters. He cannot, as the only child,

develop those unselfish, lovable traits of character which naturally spring up among the children in a large family. Self-denial, forbearance, generosity—these virtues are not called forth in an only child. Indeed, the direct reverse is almost invariably true. I think observation will prove that the majority of children who are denied brothers and sisters grow up to be selfish, tyrannical, and overbearing in manner; and these characteristics do not by any means always leave them when they are grown to be men and women.

Think, too, of the feeling of loneliness when the child comes to manhood or womanhood. Perhaps father and mother are taken away, and there is no tender tie binding the child to its early home. It may later on form other ties, but the sweet associations clinging around the old home, the loving remembrance of the days gone by, cannot be shared by any other being. How lonely the thought even of the man or woman who must say, "I have no brother or sister"!

We all know that each child means

## ½ Pound a Week

My baby is nearly 5 months old. She is gaining about a half pound a week since I have been giving her Mellin's Food. My first little girl, who was 3 last December, was a Mellin's Food baby and she is a healthy child; her flesh is very solid and many people have told me that "She looked like a Mellin's Food baby." But before using Mellin's Food she was a very sick child, nothing would stay on her stomach and she was gradually getting smaller, but after using Mellin's Food she at once began to gain flesh and never has been sick since. Mrs. Wm. H. Smith, 3809 Aspen Street, Philadelphia, Pa.

## Mellin's Food

A baby in good health **SHOULD** make a steady gain in weight. If the baby gets food that is suited to him, and gets sufficient quantity he **WILL** make a steady gain in weight. A child may get proper food and not get enough of it, or, as is often the case, the child gets a large quantity of food that is unsuitable and really gets little real nourishment, in which case there will be little or no gain in weight. Mellin's Food is suited to the infant's digestion and furnishes sufficient nourishment. Babies **GROW** on Mellin's Food.

Send us a postal for a free sample of Mellin's Food.

**Mellin's Food Company,**

Boston, Mass.

added cares, especially to mothers. Alas! that mothers are seeking relief from these cares the large and increasing number of childless or one-child families attests. But, unless there are the gravest reasons for it, no parent ought thus to dwarf and hinder the child's highest development, and this will almost certainly be done if one child is brought up alone.

Wealth may be lavished upon the child; toys and amusements of every description may be furnished for his entertainment; but he will leave them all to play with another child. Real, live companionship with those of his own age is what he needs to develop the characteristics which we all admire in children, and he should not have to go outside his father's house to find them.—X.

# THE 'Allenburys' Foods.

Endorsed by the Highest Medical Authorities in England.

A Progressive System of

## ...Infant Feeding.

NO single Food is suitable for the Infant for the whole period of the first nine months. At birth, the digestive powers are only able to assimilate human milk or its physiological equivalent; and it is not until the child is six months old that any starchy Food is admissible.

### A TESTIMONIAL.

" *Allen & Hanburys, Ltd.*

*Gentlemen: Having successfully brought up twins on a prepared food, I did not anticipate any trouble when my next baby arrived, though she was very tiny and had an exceedingly delicate stomach.*

*We tried many preparations, but none agreed with her, and at four months she weighed less than six pounds. We were in despair, the doctor included, when he brought us a sample package of "Allenburys" No. 1. The baby began at once to improve, but did not gain much flesh until we reached the Malted Food, No. 3, which we gave rather earlier than the directions called for. At nine months she weighs sixteen pounds and is absolutely well.*

*We feel that had we known of the "Allenburys" Foods at the time of her birth we would have had no trouble at all.*

205 Sanford Ave., Flushing, L. I., March 12, 1899

Mrs. HAWTHORNE HILL.

The "Allenburys" Milk Food,  
No. 1.

Specialty adapted to the  
FIRST three months of life.

The "Allenburys" Milk Food,  
No. 2.

Similarly adapted to the  
SECOND three months of life.

Nos. 1 & 2 are complete Foods thoroughly sterilized and needing the addition of hot water only.

The "Allenburys" Malted Food, No. 3,

is adapted to, and has proved all that can be desired for, Infants after five or six months of age. Prepared for use by the addition of cow's milk.

Sample of the Foods and Pamphlet on Infant Feeding Sent Free on application. Please state the NUMBER of the Food desired.

Allen & Hanburys, Ltd., (LONDON, ENG.)

ESTABLISHED A. D. 1715.

82 Warren Street, New York.



# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## TRUE CHOLERA INFANTUM.

This is a disease which has earned its name by its resemblance to the epidemic and sporadic cholera of adults. The child may have suffered from a diarrhœa, or it may be perfectly well, but when the choleraic symptoms appear they come suddenly. The diarrhœa is very violent and the movements usually frequent and often enormous, wetting the child's clothing and everything near it. They are, moreover, very thin, sometimes mixed with and colored by ordinary fæcal matter and horribly offensive; sometimes simply serous, almost like pure water, when the odor is rather a sickish one. The number of stools is variable, sometimes very great, and often the quantity of the discharges is in proportion to the infrequency. The total amount of liquid discharged in a day is usually very great.

Besides the diarrhœa there is vomiting, usually severe, rapid pulse and disturbed breathing, abdominal cramps, and broken sleep. In bad cases the symptoms of collapse follow, namely: feeble pulse, cold surface, pinched and sunken features, and stupor, which may be the precursor of the fatal termination. The progress of the disease is very rapid;

death or marked amelioration usually occurs in three or four days, but occasionally the course is run in a single day, and the writer can recall a case that was fatal in about twelve hours from the first observed departure from health. When recovery takes place there is a gradual return to a condition of health, total restoration requiring usually a number of weeks.

### Causes.

It is of the highest importance to ascertain the causes of the diarrhœal diseases, because many of them are avoidable and may be mitigated by intelligent forethought. Further, this forethought must to a great degree be exercised by parents, as the physician is not generally consulted until the mischief is done. Many causes have been assigned, but among them three are preëminently effective for all the varieties of diarrhœa—namely, bad hygienic surroundings, improper diet, and the great heat of summer.

There is no element of bad hygiene that is without its influence, since every debilitating circumstance and condition is definitely favorable to the development of bowel troubles. But prominent among them

are damp situation of the house, bad ventilation, overcrowding, and filth. The influence of dampness is well recognized, and is probably efficient partly directly, and partly by the aid it furnishes to the decomposition of refuse and filth.

#### Unsuitable Food.

The improper diet of infants and children is probably even more damaging than bad hygienic surroundings. Food may be unsuitable in many ways. Among the very poor and ignorant classes it often happens that the baby is allowed the same food, whatever it may be, that the family have. A well-known medical man of this city once related his experience to the writer: Nearly thirty years ago much excitement prevailed in New York regarding the so-called "swill-milk"—that is, milk from stables in which the cows were fed on distillery refuse. The most painful accounts and pictures were published in the daily and weekly press of the condition of the poor beasts that furnished the milk for our citizens and their babies. It was demanded that the authorities should stop the traffic; but the authorities, not feeling quite sure of their ground, appealed to one of the medical societies of the city for an opinion. The medical society endeavored to get at exact facts, and enlisted the services of certain visiting physicians connected with dispensaries. One of these was the gentleman who gives this account. In seeking among the sick children of his district for the effects of "swill-milk," he learned that they did not get any; they had instead the ordinary table

diet of the family, if they were not exclusively on the breast. He then adopted the plan of giving them such milk as could be obtained at the corner-grocery—the only milk the poor could buy—and was surprised to find how greatly the amount of illness diminished. Even this milk, probably impure and pretty certainly diluted, was a far better diet for the babies than what they had before.

But among those who are not poor, and who are eager to do the best for their children, much harm is done through ignorance and misguided zeal. Even the diet of a child fed naturally may be bad. Good breast-milk is the best food for a young child, but the breast-milk may fail to be good for various reasons. The health of the mother or nurse may have been impaired and the milk have been poor from the beginning, or it may have deteriorated simply from the age of the breast. It is an insufficient diet in either case; deleterious changes in its constitution are less common than simple impairment of its quality.

#### The Influence of Heat.

Next and last of the great causes of bowel trouble is the heat of summer. This is the one point in which we are at a disadvantage as compared with most European countries. Our terrible summer heats are very productive of the more destructive forms of bowel troubles. This influence is most felt in great cities, where it acts together with other causes. In a well-known work on children's diseases a table is given of the monthly deaths in Philadelphia from diarrhoeal disease, including dysentery,

during seven years. The average for the seven years, of all deaths during the first five years of life from diarrhoeal diseases, gives a result in round numbers to this effect:

January	contributed	$\frac{1}{2}$	of 1 per cent.
February	"	$\frac{1}{2}$	"
March	"	$\frac{1}{2}$	"
April	"	1	"
May	"	1	"
June	"	7	"
July	"	35	"
August	"	30	"
September	"	8	"
October	"	13	"
November	"	3	"
December	"	1	"

That is to say, the two months of July and August furnished almost exactly two-thirds of the mortality of the entire year. Truly the name of "summer complaint" is justified.

This is not a suitable place to discuss theories as to how heat depresses vitality and deranges the digestive process, but the fact is distinctly known to every one that in the "heated term" the digestive power of adults and children alike is enfeebled. We know, too, that the depression bears a relation to the duration of heat, the destructiveness of long periods of heat being very great. Heat also is most depressing when the atmosphere contains much moisture. These great heats may of themselves be sufficient to cause disease in a healthy child, living on proper food and in proper hygienic surroundings; but if there has been any fault in the previous health, food, or hygiene, the "trial by fire" is pretty sure to reveal it. Further, of course, the effect of heat in promoting the decomposition of filth, and in

furnishing many elements of insalubrity, is very powerful. Add to this that the heat easily spoils articles of food unless great watchfulness is employed, and that by its effects upon mother or nurse the quality of breast-milk itself may be impaired, and the destructiveness of the hot season is no longer a wonder.

#### Combined Causes in Great Cities.

It is in the poor quarters of great cities, of course, that the destruction of life is greatest, for here all the causes that have been discussed are concurrent. A child may struggle successfully against bad hygiene, or bad diet, or even the "heated term"; but when they all come together, when the crowded room is made more uncomfortable through the ignorance and incompetence of its occupants, when the little air that can be gotten from streets or house-tops comes tainted with the decaying refuse of gutters and pavements, when the steaming masses of buildings pour out again the heat gathered by day, so that the blessed relief of the night's coolness is denied, the wonder is that any infants survive. "The destruction of the poor is their poverty," and it seems quite impossible for them to contend against these obstacles; the amelioration of their condition must largely come from without through the legal enforcement of some sort of hygiene both in the construction of their dwellings and in the care of them, and through instruction by house-to-house visitation in the rudiments of infant diet. Those, however, who are not thus handicapped can learn from the exaggerated condition we



have described what in a lesser way may be threatening their own households.

#### Other Causes.

There are a number of other causes influential in the production of diarrhoeal diseases which we may pass with slight mention. Weaning is deleterious through its substituting a faulty diet for the breast-milk. The chilling of the surface is doubtless efficient, but its greatest effects are seen in early autumn when hot days and cool nights alternate. Popularly, for some reason, the second summer has been thought to

be particularly hazardous. If it ever be so, it must be under conditions quite different from those existing in places where our most extensive statistics are gathered. In the latter localities the mortality is very much higher in the first year than in the second—in this city not far from three times as great. The second summer is destructive, but not nearly so murderous as the first, and the mortality rapidly diminishes as the age of five is approached. The influence of teething has not been here discussed, although many writers have assigned it a high place as a cause.



### HOW CHILDREN LEARN TO USE THE HAND.

The hand is, *par excellence*, the human organ, says Dr. Ashby in his admirable nursery text-book<sup>1</sup>, as no brute has any member that can at all compare with it for the performance of work which requires precision. The tips of the fingers are endowed with an exquisite sensibility of touch, the brain, so to speak, is at the ends of our fingers, while the complicated system of joints and groups of muscles enables the hand to perform the delicate movements required for writing, painting, or wood-carving. The education of the

hand is going on from infancy throughout the whole of our existence until old age dims the vision and saps the energies of life.

The movements of the hand during the first days of life are aimless, though the infant can clasp an object if placed in the palm of the hand. It can manage to get its fingers or thumb into its mouth in a fumbling, uncertain sort of way; indeed, infants have been credibly reported as sucking their thumbs within an hour of birth.

For the first two or three months the hand is not used much for seizing, though the infant will grasp objects if put into its hand, but

<sup>1</sup> "Health in the Nursery." By Henry Ashby, M.D. New York: Longmans, Green & Co.

quickly drops them again. About this age it will grasp the dress or hair of its nurse if they come in its way. At this time the method of grasping is clumsy, as several writers have pointed out, in that the thumb is not brought into use, nor are the movements of the forearm utilized to their fullest extent.

At four or five months the infant is far more clever in using its hands for seizing and holding on to objects, such as colored balls suspended over its bed, or spoons or other objects within reach, including its own toes. The thumbs are coming more into use now; though the infant is by no means perfect or precise in its movements, the thumb can be brought into contact with the index-finger, but not folded across the palm of the hand.

At eight or nine months the infant begins to imitate movements with its hands, such as knocking a spoon against a cup, or beating a toy drum if it sees some one else doing it. The intellect is now sufficiently advanced to form an idea of the act to be copied, and to allow of the hand being utilized as the servant of the brain. The hand is used in all sorts of ways now—in carrying things to the infant's mouth, steadying the feeding-bottle, pointing with the fingers, holding up a finger to demand silence, or stretching out the arms to request to be taken up; the hand is constantly used to express its wishes or communicate with friends before it can articulate a single word.

The child will hold a crust in the hand before the end of the first year, but it cannot feed itself with a spoon

till the eighteenth month, and not with any degree of skill until the end of the second year.

Throwing and hitting movements are learned during the second year. The child will throw, or attempt to throw, some object when in rage, or it will enjoy throwing a spoon on the nursery floor, or there is endless delight if it gets the chance to drop or throw stones into water. The pleasure of the act prompts its continuance; and the child will only desist, and that with signs of impatience, when its friends are tired of supplying it with ammunition. These activities are no doubt inherited, but are started by imitation.

The child soon learns to hit or strike with its hands, just as it uses its legs in kicking; and this is especially seen in children who are badly brought up, and allowed to give way to temper without check. It is, unfortunately, no uncommon thing to see an infant in arms, not much more than a year old, thrashing its nurse or mother vigorously, as the result of some momentary disappointment.

The amount of skill necessary to perform writing or drawing movements is acquired, as would naturally be expected, later than such movements as putting the hands to the mouth. Professor Baldwin drew pictures of animals, such as she had learned to recognize, for his girl of nineteen months to copy; but her attempts were simple scratches, showing there was no connection apparent between a mental picture in consciousness and the movements made by the fingers and hands in attempting to draw it. Generally, a child will only make scrawls on paper,



and cannot be got to concentrate his attention on a copy and proceed to imitate. It was only in the twenty-seventh month that Baldwin noted that any resemblance could be

traced between the child's drawing and the copy. Dr. Mumford relates that his boy at twenty-four months would draw fairly good circles on the blackboard and say "round, round."



## PURE AND IMPURE WATER.

In his recently published "Manual of Hygiene and Sanitation" (Philadelphia: Lea Brothers & Co.) Dr. Seneca Egbert condenses in an interesting manner much valuable information into a chapter on "Water."

Rain-water, he says, is theoretically the purest water at our command, but in reality it takes up many impurities from the air in its fall, especially in the neighborhood of human habitations, and by the time it reaches the earth it contains ammonia, nitrous and nitric acid, and, in towns, sulphurous acid, soot, many bacteria, and even microscopic plants. Moreover, the collecting surface upon which it falls is apt to be covered with dust and impurities of all kinds, especially after continued dry weather, which, being taken up by the rain-water, render it unfit for use. However, if there be some arrangement for turning aside the first portion of rain that falls, which contains the most of the impurities, and if the remainder be filtered and stored in proper receptacles, the water may be of excellent quality.

The main objection, however, to the sole use of rain-water is that dependence is placed upon a very uncertain source, and one which is especially apt to fail when an increased supply is most needed. The average rainfall in Philadelphia is about thirty-nine inches per year; in very wet years it is about one-third more, and in very dry years about one-third less than the annual average. Each inch of rainfall gives 4.67 gallons per square yard of area on which it falls, equivalent to 22,617 gallons per acre. Allowing sixty square feet of collecting surface per head, and counting the loss by evaporation, etc., at 20 per cent, an annual rainfall of thirty inches would give only about two gallons per head per day, or just about enough for cooking and drinking purposes, and none for the other needs of the household.

Rain-water may be collected from roofs or from a plot of ground paved for the purpose with slate or cement, and led by proper conduits to a cistern. It should be filtered before passing into the cistern, while the



cistern itself should be such as to give no unpleasant taste or injurious substance to the water; should be so situated that it will receive no rubbish or impurities and that the water may be kept cool; and should be cleaned regularly and often enough to keep the water sweet and wholesome. As rain-water contains considerable carbonic acid and other gases, its solvent powers are marked, and cisterns should not be lined with lead, copper, zinc, or iron, lest these metals be taken up by the water and produce harmful results. These remarks do not apply to the so-called rustless iron now much used, but galvanized iron should not be used, as it may give up zinc to the water.

Cement should be used in lining brick or stone cisterns instead of mortar, as the latter may give up lime to the water and render it hard. Underground cisterns for storing rain-water should be condemned, since they are liable to sewage contamination unless absolutely watertight. The overflow pipe from a cistern should not open into a soil-pipe or sewer-pipe or drain, but always into the open air, since water is so prone to take up the various kinds of gas with which it comes in contact, and the sewer air might readily contaminate the entire contents of the cistern.

Rain-water is especially valuable in cooking and washing, on account of its softness; water being called "hard" when it contains an excess of the salts of calcium or magnesium in solution. Hardness due to the presence of calcium bicarbonate is said to be *temporary*, because it is removed when the water is boiled, one

molecule of carbonic acid being driven off by the heat, leaving the insoluble calcium carbonate behind. Hardness due to the other salts of calcium and magnesium is called *permanent*, because it is not lost by boiling. In cooking with water temporarily hard, the chalk is precipitated upon the sides and bottom of the vessel, and, being a non-conductor, prevents the passage of heat, and thus wastes fuel.

Hard water may also prevent the proper softening of certain foods, such as peas and beans, in cooking. In washing and laundry work, the calcium and magnesium salts unite with the fatty acids of the soap and prevent the formation of a lather; for instance, one grain of chalk wastes about eight grains of soap. As we do not call a water hard unless it contains more than ten grains of chalk or its equivalent per gallon, and as rain-water rarely has more than one-half a grain per gallon, it is easily understood why the latter is so valuable in the kitchen and laundry.

A water-supply taken from rivers or smaller streams not polluted by the refuse and sewage from towns, factories, or cultivated farm lands higher up the stream, may be fairly pure and safe to use. The best water of this kind will be from hilly and uninhabited, uncultivated tracts, with many small streams fed by constant springs and uniting to form rapid creeks and rivers. Such water may be tinged slightly with vegetable or mineral matters, but, in general, such coloration is harmless. For storage, dams may be thrown across convenient valleys, thus impounding

the water and at the same time keeping it exposed to the oxidizing and aërating influence of the atmosphere, and allowing the solid impurities to settle to the bottom. Small lakes or ponds may be used to add to supplies of this kind, provided they be not stagnant nor have much decaying matter along their banks.

On the other hand, water from a stream which has received the sewage from a village or town of any size, or the refuse of factories, or the drainage from large tracts of cultivated land, should be considered as at least suspicious. River-waters are generally hard, and may contain any of the minerals in the soils which they drain or over which they pass; but the great danger is from impurities of animal origin poured into them along their course. It is not safe to depend altogether on the self-purification of sewage-contaminated rivers, as was formerly done, though much of the sewage and filth undoubtedly is removed, partly by oxidation by the air in the water, especially in streams flowing over dams, rapids, etc., partly by subsidence or deposition along the banks, partly by fish and animalculæ, and

much by the myriads of bacteria thriving on decaying matter in the water. If no additional pollution is added, what is left unchanged by the above purifying agencies is still further diluted by the supplies of pure water that every stream receives from springs along its banks and in its bed, and from tributary streamlets; so that, though the water may never be as pure as it was originally, it may become or, by proper filtration or treatment, be made a safe and usable water. But where the proportion of filth exceeds a certain percentage, or where sewage is being constantly added, the contained oxygen is rapidly used up and oxidation ceases, fish and animalculæ cannot live in the water for lack of sufficient oxygen, and though the heavier and larger particles of the sewage sink to the bottom or stick to the sides, they are stirred up and set in motion by any increase in the velocity of the current. The only remaining agents active in the destruction of the foul matter are the bacteria, and in themselves they are often sufficient for the task; but the water thus polluted is entirely unsafe for use.

## FRECKLES AND SUNBURN.

The summer season, says a writer in the *Medical World*, will bring to the doctor the usual crop of complexional ills to be treated, and it is a curious fact that frequently the skill of a physician is measured more by his power to cope with such comparatively unimportant matters than by his ability to treat typhoid or small-

pox. A physician of some renown in a nearby city states that to the best of his belief his entire practice, a large general one, is due to the éclat and introduction gained through his treatment for a society leader of a case of summer freckles.

Neither freckles nor sunburn require any definition nor description,



being too well known and common in their occurrence. The only point of interest is the matter of treatment. No discomfort other than mental attaches to freckles, but sunburn often is somewhat painful to a person of a thin and sensitive skin, in the stage when it is still red before it has subsided into "tan."

Summer freckles can be readily removed, but the variety known as "cold freckles," occurring on unprotected portions of the body, and persisting through the winter months, are usually obstinate to treatment. Sunburn will yield to practically the same measures as freckles, after the use of cooling lotions or dusting powders to allay the primary irritation. For this purpose a borated talcum powder or lotion of lemon juice is the best.

To remove the discoloration of the tan or the freckles, a solution of two drachms of citric acid, twenty grains of corrosive sublimate in four ounces of water, has been recommended.

Apply with a soft rag three times daily and at night on retiring.

After the spots have disappeared, enjoin washing the face in a little 70 per cent alcohol at night on retiring. It is to be remembered that the mixture is very irritating if it gets into the eyes, and very poisonous indeed if swallowed. It should be marked "poison" and kept in a safe place.

A weak solution of salicylic acid, about 15 per cent., or a saturated solution of the drug in alcohol, used in the same general way as the treatment above, is also of great avail. Both of these will produce some scaling of the epidermis, but the unsightly effect of this during treatment can be in some degree removed by the use of cold cream, rubbed gently on the spots where the scaling is most noticeable.

Tincture of benzoin, put daily in the water in which the face is bathed, is also useful in preventing a return of the discoloration.

## LETTERS TO A MOTHER.

Miss Susan E. Blow's recently published "Letters to a Mother on the Philosophy of Froebel" are by no means easy reading for the average mother. Miss Blow is nothing if not deeply philosophical, and she brings a vast fund of erudition to bear upon what most people consider a rather simple subject. We venture to think that Froebel himself would have been puzzled by some of her attempts to fathom the real meaning of his Mother-Play. However, in spite of her high philosophic flights

and her occasional obscurities, her volume will repay careful reading. Whenever she touches upon solid ground her observations are exceedingly suggestive, as witness the following extracts.

Speaking of the thought underlying the Falling Game, the author quotes from Miss Blanche Boardman in explanation of a curious tendency often observed in children to inflict pain on some especially loved person or object:

"Of all the many children in little



Mary S.'s family, 'Annie Rooney,' a most dilapidated specimen of rag doll, is the most beloved. The others, more respectable and dainty, are enjoyed as *dolls*, but upon Annie the little three-year-old mother pours out a wealth of love. However, after a few moments of fondling and protestations of 'mother's love,' the doll is often thrown violently on the floor, and apparently only to furnish an opportunity for renewed expressions and more earnest devotion on the child's part, as she takes the fallen baby in her arms again. A family friend who is much interested in 'child-study' has repeatedly watched this play and questioned its meaning. For a student of the Mother-Play has it not a connection with the instinctive play of the mother which gave rise to the Falling Game?"

Miss Blow says she knows a little boy between two and three years of age who treats his favorite doll precisely as Annie Rooney was treated by her child-mother. "When I myself was a little girl," she says, "I used to enjoy keenly plays in which a younger child, to whom I was greatly attracted, was subjected to all kinds of ill-treatment, and in which my rôle was that of deliverer and comforter. Even then I wondered why these plays gave me pleasure, but not until long afterward did I understand that I was enjoying both my own quickened sense of sympathy and protection and the faith with which the little sufferer turned to me as her deliverer. As I grew older I ceased inflicting pain or permitting its infliction for the sake of the pleasure felt in relieving it; but

I was continually imagining those I loved as attacked by all kinds of dangers and sorrows, and myself as saving them from the former and comforting them in the latter. I refer to these experiences because they illustrate one of the many perversions of an impulse which in its normal exercise is essential to our life as social beings. Do they not also in a measure explain why healthy, happy children love to read, and sometimes to write, those morbid stories in which the youthful hero or heroine is conducted through illness, orphanage, and cruel treatment to find joy? When we have learned to make a wise appeal to the feelings which such stories arouse, we shall have done much to solve the problem of good literature for children."

Miss Blow offers some striking remarks on the subject of precociousness in children—often a very puzzling one to parents. "The parents of a bright child," she says, "are often victims to senseless exaggerations of his ability and senseless fears for his health. He is so clever he does not need to study, and so nervous and high-strung that he should not study. So when he is sent to school the teacher is enjoined not to push him, and he is kept in a class where he has nothing to do. By the time he is ten years old he has fallen in actual attainment behind the average child, has become so idle that it is impossible to make him work, and so conceited that he is an offence to all rational persons. His intellectual and moral debauchery is completed by home indulgence and the excuses woven by maternal vanity.

As less and less is exacted of him he naturally exacts more and more of others, until at last his petty tyrannies become insupportable, and the *régime* of foolish indulgence is superseded by a *régime* of futile scoldings, threats, and punishments."

"I should not express myself so strongly on this point," Miss Blow goes on to say, "were I not sure that hundreds of children are ruined because enough is not expected of them. The keener your realization of this peril, the more earnestly will you incite *your* infant Hercules to strangle, while still in his cradle, the twin serpents of sloth and selfishness. In your efforts to incite and discipline his energies you must, however, be careful to keep a just balance between his strength and the obstacles you ask him to overcome. Will may be paralyzed as well as dissipated, and through the failures born of attempts to grapple with overwhelming difficulties the child may be made moody and cowardly. Moreover, his affections are repelled from the mother or teacher who asks of him what even with his best effort he cannot do, while, conversely, the impetuous currents of his love flow freely toward all those who procure for him that elation of spirit which is the fine flower of successful achievement. Finally, it is from many small successes that he wins courage and modesty. Becoming accustomed to strife and victory, he learns just what he may venture to attempt, and in the end grows capable of that 'reasoned rashness' which all great emergencies demand and all great successes imply."

Miss Blow's remarks as to the edu-

cational value of a garden will be appreciated by all intelligent mothers: "That every child may remember an Eden, every home should have a garden. You have blessed all your children with this vision of Paradise and flooded them with sensations sweet. The ardor of the rose, the purity of the lily, the joy of the bird, and the aspiration of all living, growing things have passed into their souls. This wealth of early experience will enrich their whole lives. For Harold I want you to do one thing more, and as he grows older help him to 'mingle his mind with Nature' by making a garden of his own. Partnership with flowers will teach him to recognize and respect their differing individualities. Digging and planting, watering and pruning, protecting and cherishing, he will learn the high privilege of nurture. Need I add that, waiting and watching for the appearance of the plant whose seed he has himself hidden in the ground, his soul will be stirred as it can be in no other way by premonitions of the perpetual miracle of life?"

"Second only to the privilege of nurture is the joy of seeking flowers in field and meadow, forest and upland. Few things will bind so closely the cords of sympathy between you and Harold as going out with him into the great garden of Nature and helping him to make acquaintance with the flowers in their native haunts. When he is older you must turn him over to Mother Nature herself; give him the joy of rambling alone through her sweet solitudes and learning at first hand her strange secrets. Let



him know the happiness of finding, year after year, violets on the same moist bank, daisies in the same field, clumps of mandrakes under the same trees, and of feeling with a thrill of wonder the permanency of the so transient-seeming flowers. When he brings you the blossoms he has gathered, the wreath he has woven, understand that the love in his heart is seeking expression, and be thankful. Be ready to name the flowers he finds, knowing that to name objects is really in a sense to discover them, and that when Harold has learned the common names of a few flowers he will be eager to search both for them and for others still unnamed. 'The first conscious thought about wild flowers,' writes Richard Jeffries, 'was to find out their names—the first conscious pleasure—and then I began to see many that I had not previously noticed. Once you wish to identify them, there is nothing that escapes notice, down to the little white chickweed of the path and the moss on the wall.'"

We conclude by quoting Miss Blow's remarks on the value of story books: "In selecting stories for little children we should be careful to keep a just proportion between the several types into which they naturally divide themselves. The child needs stories reflecting accurately his own experiences and thus acting as a looking-glass for his mind. He needs those narratives of animal and plant life and those narrative descriptions of inorganic phenomena which open for him the doorway of

natural science. He needs stories interpreting human nature as he begins to know it—stories which depict in strong and simple outline the elemental emotions, the primary motives, and the original moral conflicts of the soul. Above all, he needs those mythic tales which 'sport with the fixed conditions of the actual world and present to him a picture of free power over Nature and circumstances.' For tales such as these liberate the soul, because they celebrate its ideal freedom and prophesy its triumphant career of conquest over itself and the world.

"For American children stories of this kind are especially important, because as a people we are prosaic and, as Matthew Arnold has frankly told us, 'not interesting.' The tendency of much so-called education is to kill what little ideality we have. The thoroughness with which we study mathematics and natural science, while neglecting literature, history, art, and philosophy, tends to enthrall rather than to emancipate our minds; and I honestly believe that not only our individual characters, but our perpetuity as a representative nation, depends upon the uplifting of our ideals through the cultivation of imagination. So 'give us once again the wishing cup of Fortunatus and the invisible coat of Jack the Giant Killer,' and contribute your share toward the evolution of a nation of idealists by telling Harold over and over again the fairy tales you may be sure he will never tire of hearing."



## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

General Medical Opinion as to Infantile  
Scurvy; Orange Juice for Young  
Children; Breast Milk versus  
Artificial Feeding.

To the Editor of BABYHOOD:

I have been much interested in Dr. Bond's articles on "Infantile Scurvy" in BABYHOOD, and would like to ask one or two questions about it, hoping that you may find it possible to answer them in your "Nursery Problems" department.

Your correspondent says that milk "too long heated" is dangerous and liable to produce scurvy.

(1) Do you know whether this is a commonly received opinion among doctors, or a new theory? I have never used a Rochester Food Warmer (advertised in your paper), but was thinking of getting one when I read Dr. Bond's article, and the latter makes me hesitate to do so.

(2) The other question was in regard to the orange juice recommended for babies. How early may it be given to a young infant? We mothers who have bottle-fed babies feel very tired of hearing about all the difficulties of raising children on anything but mother's milk, and wonder that the doctors should one and all lay such stress upon it, when they must constantly meet in their practice babies suffering because they are nursed by mothers who are incapable, for various reasons, of giving them the proper nourishment. Happy the day, we would all agree, when all mothers shall be able to nurse their own babies satisfactorily; but meanwhile, until such a time can come to pass, why, can you tell me, need so many poor mothers have their peace of mind disturbed when it is so plainly evident that many children grow and flourish, and are

as thoroughly healthy as the fondest parent could wish, on artificial food?

Columbus, O.

A. R. Atwood.

(1) The questions you ask cannot be answered by yes or no. But we gladly answer at length, because in all matters where there is truth on both sides the judicious mean always depends upon the circumstances of each case. Take the one before us. It is certainly true that a very great deal of sickness—practically all the summer diarrhoeas—is due to changes in the milk used for infants' food. Such sickness can be to a very great degree prevented by the early sterilization of milk. This sterilization will not, however, prevent those disorders which are due to an unsuitable mixture of food. For instance, sterilization would not make undiluted cow's milk fit food for a new-born infant. On the other hand, it has been observed that in some cases the use of sterilized food for a long time is followed by symptoms which are apparently expressions of the disease known as scurvy, although some persons prefer to consider it a variety of rickets. Now, this is not "a commonly received opinion among doctors," because, to begin with, even now sterilized food is not universally used for infants, nor even generally used. Secondly, infantile

scurvy, although not rare, has been but a few years recognized by medical men at all, and to-day is recognized by but comparatively few. Within a few weeks we heard of a case being mistaken for hip disease. But we cannot call it "a new theory." It is simply the recognition of the fact that a disease very common in adult life may affect infants in rather a different way.

Now, this infantile scurvy is not due to sterilized milk alone, other artificial foods being responsible for a majority of cases. So, in the application of all these facts, we consider that disease from contaminated or partially spoiled milk is common, while disease from sterilization of milk is comparatively rare. Therefore, if the milk is not above suspicion it may better be sterilized. The struggle of the profession interested in the care of infants has latterly been to procure, by care of every sort, "clean milk"; that is to say, milk so clean that it need not be sterilized. This, we think, has been accomplished by several dairies.

(2) The orange juice may be given to any child who needs it as a cure for scurvy. To those not thus needing it we think it would better not be given, at least not to the very young, say not under six months. Of course, it is in any case not to be given at the same time as the milk.

The insistence of writers upon the advantages of breast-milk are not intended to discourage the mother who cannot suckle her infant, but first to prevent the mother who can suckle her infant, at least in part, from neglecting this duty—a common

enough neglect, as every physician knows; and, again, to keep before every mother the need, whenever artificial food must be used, of approximating its composition as nearly as possible to that of breast-milk.

**Insufficient Food; "Milk of Magnesia"; Misconception of "Modified Milk"; Quantity of Food for a Nine-weeks-old; "Short-coating"; Uselessness of a Tight Binder.**

*To the Editor of BABYHOOD:*

When my baby was four weeks old my milk disappeared almost entirely, and I was obliged to put her on artificial nourishment. I gave her a patent food, but she became so terribly constipated that I was obliged to discontinue it. My physician ordered "modified milk," but she could not retain it, and her stools were green and slimy. The constipation still continued, a movement being secured only after an enema or after using a glycerine suppository. My physician ordered four teaspoonfuls of "Cascara Cordial" a day, with no result whatever, and even two teaspoonfuls of "Laxol" only caused the slightest movement.

In despair I again changed her food, and this time gave her condensed milk, which she is now taking. I give her one part milk to fourteen of water, and to a pint of the mixture add about a teaspoonful of "Milk of Magnesia." This preparation seems to agree with her. Her movements are fairly regular, averaging five or six in twenty-four hours, but they are of an extremely pale color, with sometimes a pinkish tinge. She passes a great deal of slime. The milk never "comes up," but she doesn't gain flesh very rapidly, and is very little larger now than when she was born.

(1) Do I dilute the milk too much?

(2) Is the "Milk of Magnesia" harmful in any way?

(3) How many ounces of food should a baby of nine weeks be given?

(4) Would you advise me to continue with condensed milk, or to put her on properly diluted cow's milk? (We get most excellent milk, which can be thoroughly depended upon.)



(5) I would like to put the baby in short clothes in July. Would that be too early?

I want to bring up my baby sensibly, if possible, and I cannot see any sense in burdening the little body with yards of useless clothing in hot weather. I dress her entirely in Arnold's "Gertrude" suits, and the only band she has ever worn is the knitted one manufactured by that firm. Two or three ladies have literally thrown up their hands in horror because I haven't put one of those old-fashioned tight bandages on her. They insist that she will have a "big stomach," and as her abdomen is rather large I am somewhat afraid that I may be doing her an injury. Do you think I should use a tight band?

Her navel is perfectly normal, and no amount of hard crying seems to cause it to protrude in the least.

*Buffalo, N. Y.*

E. L.

(1) Taking average breast-milk as a standard food, your mixture is far too weak, especially in fat. Its sugar constituent is chiefly cane sugar, and the total sugar in the mixture you give would be about three per cent, rather below one-half the average of breast-milk. Its safety as a food depends upon its very low proteid value, about one-half per cent; which is digestible, but not sufficient for a continued food, although it will do temporarily in an emergency. The fat value of your mixture is probably below one-half per cent, instead of three per cent, or even more, as is usual in breast-milk. These calculations make allowance for the fact that the percentages of artificial foods are usually made less than those of breast-milk, owing to the relatively greater digestibility of the latter.

(2) "Milk of Magnesia" may not be harmful directly, but it is a poor way to accomplish what ought to be done by proper mixing of the food.

(3) Of a properly mixed food three to four ounces ought to be given to a child of nine weeks, and about eight feedings in twenty-four hours.

(4) We believe that a good food would be a properly modified milk. You seem to have fallen into the error that so many do, namely, of thinking that "modified milk" is a fixed mixture. In fact, its value depends upon its not being so, but a convenience for adjusting the mixture to the needs of each child from time to time. A physician familiar with the subject can start you right.

(5) By all means "short-coat" the baby in July. The child needs room to kick. Never mind the old ladies. Probably they mean no harm beyond indulging in a show of superiority, but a binder, if tight, is an abomination. A loose girdle for warmth is proper enough when needed. The old ladies' theory is that a tight binder prevents rupture. So long as a dressing is needed upon an unhealed navel, a binder is convenient to retain the dressing; but a tight binder actually favors the production of rupture in the lower part of the abdomen.

#### Weaning and Feeding in Warm Weather.

*To the Editor of BABYHOOD:*

Having read in BABYHOOD and the volume "Nursery Problems" so much about weaning at or about the age of my baby—nine months—and before the warm weather commences, I have weaned Baby gradually, giving at first fresh milk (unsterilized), diluted with two-thirds water. This seemed at first to agree very well, but after I had stopped the breast altogether, Baby's bowels got to be very bad. He continued, however, to be gay and to sleep well, though I felt



sure if I persisted he would soon be sick. He is teething—one tooth being through, with signs of a mouthful soon. I stopped the cow's milk and have commenced malted milk; also put him back to the breast, though my milk is about gone.

We have a good healthy cow, half Jersey and half Durham. I think the cow is with calf again, and her present calf is getting old. If you think her milk objectionable I can get fresh Jersey milk, night and morning, from a herd.

(1) Shall I give cow's milk and take the child entirely away from the breast? If so, please give me the exact formula. My boy has always been perfectly healthy, strong, and active, sitting alone now. He is small but plump.

(2) If my own milk returns, shall I give it alone or with cow's milk?

A GRATEFUL MOTHER.

It is very doubtful if your milk will come back. Probably you would have been unable to carry the child through the summer without some artificial food in any case. You will most likely do well by getting the fresh milk. Let it stand in glass jars in ice or a very cold place for six hours. The milk jar in most places holds a quart, but a clean glass bowl, covered, will do if the milk bottles are not at hand. After the cream has risen take off the top quarter. Use this to make food. At first take one part of the top milk and three parts of sugar water, made by dissolving an ounce of sugar in a pint of boiled water. Milk sugar is to be preferred, but white granulated sugar will do. The child will need five meals a day and probably half a pint—eight ounces—at a meal. Make the five half-pints at once. Sterilize the mixture and add a tablespoonful of lime water for each half-pint. Put the mixture into

nursing-bottles, stopping them carefully. It is assumed that you know how to sterilize and understand the necessity of careful cleanliness in every step. If you have a sterilizer or a steam-cooking kettle, put the mixture into half-pint nursing-bottles and sterilize it in the bottles. Increase the milk strength of the mixture gradually.

(2) If your milk returns you may give it for what it is worth, but it is probable that two or three times in the twenty-four hours will be the limit of your ability to satisfy the child.

**Food which Requires Chewing Teeth; Deficiency in Weight not a Necessary Reason for Anxiety.**

*To the Editor of BABYHOOD:*

Although but a recent subscriber, your magazine has already become very valuable to me. It is a great blessing to all mothers, but particularly to inexperienced ones like myself.

My baby is nineteen months old; she weighs but twenty-one pounds, and has only six teeth, the next two being nearly through. Her food at present consists of nearly a quart of milk daily (top milk), a fresh soft-boiled egg for breakfast, and a cup of broth with barley or rice boiled in it. Besides this, for supper she usually has bread and milk, toast, boiled rice, or mush and milk; but takes very little at that time.

Her digestive powers are good and always have been. The passages from the bowels are normal, in color, etc., except a little irregularity, sometimes requiring a slight laxative (such as apple or graham bread), with not very frequent attacks of looseness last winter.

She cuts her teeth very hard, her gums being badly swollen and inflamed for a long time before each tooth comes through. Still, she is a very happy, good child and seems well. I am advised from all sides not to worry about her small size, yet I cannot see why she does not grow. Her parents are both of slight build.

All these circumstances make me feel uneasy about the coming summer, during which we may have to remove to the city. Last summer she had several attacks of diarrhoea, none very serious, yet two or three times requiring the physician's aid.

What food would you advise for summer? Might I use the same diet as now, stopping the egg and broth as occasion demands, or would milk alone be sufficient? I sterilized it last summer. At what hours should she be fed, etc.? What, in your opinion, is the cause of her not growing? (She was of average weight, seven pounds, when born.)

*Minnesota.*

E. K. T.

The child has food enough. She has some food (bread, toast, boiled rice) which requires chewing for proper digestion, and she has no chewing teeth. She will probably do better on milk, broth, and egg alone until she has these teeth. She is not quite up to average weight, but that alone is not adequate ground for worry. If you have to go to town the diet we speak of—the milk being good and sterilized—will probably keep her from diarrhoeas.



## OUR CHILDREN AS OUR JUDGES.

Speaking of the value of example versus precept, a writer in the New York Evening Post says:

The whole category of our small or great inconsistencies passes before this unimpanelled jury. They listen with eagerness to whatever reveals to them the realities of life; they are intensely interested in what makes known to them the aims and purposes of their parents. They weigh the meaning of words and turn them over and over in their strangely acquisitive minds, trying to gather what the true import is.

The most loving and careful tuition as to what is true or charitable or honest is as nothing before the influence of our petty treacheries to our social affiliations and our joy over a keen bargain. The triumph of the man who rehearses to his wife how

he "got the best" of his fellow-struggler in the transactions of the day, sets a fair-minded boy wondering in a very curious fashion as to what that sort of success means, and if he loves his father he assures himself that it must be right and a fine thing to take advantage when the opportunity arises.

Especially injurious to our children's respect for us is the detection that we live beyond our means, that we are trying to appear to have what we have not, and that to do this we are willing to buy what we cannot pay for. Manœuvring of all sorts is instinctively abhorrent to normal, right-minded children, and they are very shrewd in their discernment of it. They find it more trying to have been cajoled than to have been obliged to do a thing because it is

right. And insincere speech is a very thin disguise to their clear-eyed perception, whether addressed to themselves or to others.

Unloving hospitality is also a source of wonder to children. What is it all for, this beautiful and laboriously prepared entertainment of folk who are neither friends of the heart nor closely bound in any way?

"We really *must* ask those people to dinner" has a strange meaning which they cannot puzzle out. The discussion of the weakness, the folly, and the bad form of the guests so honored, after all has been done that money and skill can devise to gratify their eyes and their palates, does not make it easier for an honest boy and girl to understand and trust their parents implicitly.

Our children ought to act upon us as extraordinary promoters of nobility of character: to be, as it were, detected by them in doubtful purposes and unworthy efforts for unworthy ambitions is a terrible loss and humiliation. To have them dependent upon us for amusements and enjoyments and indulgences may give us a certain ephemeral hold upon them,

but they should be to us as an infallible test of the purity of our intentions and the spotlessness of our endeavors.

Family life ought to be one of open confidence between parents and children on points affecting the family income and the general good, and to let the youngsters stumble on the fact that they have no right to what they enjoy is not only to wound their own self-respect, but to lower father and mother to a place from whence they must needs pity them.

The definition of all the vital points of noble character is puzzled out by boys and girls through the living exemplification found in the conduct and the speech of the elders of the family. If small deceptions mark the mother's daily life, they become to them the standard of the easily sliding scale which shall weigh how much truth is required in their daily lives. If the laying bare of our neighbor's shortcomings and sins is the theme for piquant conversation at the dinner table or around the evening fire, respect dies in their hearts for some one, it may be for the wounded neighbor, it may be for ourselves.

## "GIFTS OF HEALING"—"HELPS."

A doctor's wife writes to the Medical Record as follows:

You remember that verse of St. Paul's where he follows "Gifts of healing" by "helps." Now, I don't suppose by that word he meant "wives," but it might be used instead of helpmates; and that is what I choose to interpret it in this paper,

and to go a little further yet and mean doctors' wives in particular. All the medical journals are full of "gifts of healing" (as they should be), but not a word do we hear about "helps." I wonder if any of the doctors' wives take peeps into the Medical Record, as I do occasionally. We see so many articles on the



"Ideal Doctor," "The Duties of the Profession," etc., that I am thinking a little talk about the duties of the doctor's wife would not be amiss. I have been a doctor's wife less than ten years, but a doctor's daughter more than three times that number, so that I have seen a little of a doctor's life and know that it is a hard one, and that he needs plenty of help and comfort from his home-life. In the first place, it is very fortunate if his family is well and strong, because, as he has to expend so much sympathy and patience on other people's ails, it is a relief to find healthy people at home. Therefore let me exhort the wife to make as light as possible of her own and the children's aches and pains.

Then, don't ask him about his patients. Sometimes it's a comfort to talk over a "case" with his wife, but unless he does it of his own accord he respects the wife for asking no questions, and sometimes she will find it very convenient to be able to say, "I don't know." A country doctor's wife will have a great many questions asked her by the curious public.

Another little thing—very little, perhaps: don't overwhelm him with "calls" and "medicines to be put up" the minute he comes home (this, of course, applies especially to the country practice). When you go to meet him talk about something else rather than the patients he has visited. Then there are responsibilities about messages, and people coming in the doctor's absence, known only to the wife herself, and she can

best attend to them. I don't believe in her dispensing drugs, although it is well to be able to dress a wound in case of an emergency.

The family thought they had a good joke at my expense a while ago. One day when my husband was away I heard quite a commotion in the office, and found my sister had let in some people who had brought a little girl who had been bitten by a dog; and they were terribly frightened, having the usual horror of a dog-bite, even if he was not mad. I tried to quiet them, saying if the dog was not mad the bite was no worse than any other wound if it was carefully dressed. They were fully reassured and asked if I could "do it up," as they were so far from any other doctor and my husband was off for the day. There was a bite on the shoulder and one on the face, in an especially hard place to keep the bandage on, but I dressed it the best I could and told them they must surely come back the next day to have the doctor dress it properly. We never saw or heard of them again, and my husband said I reassured them so fully that they felt perfectly safe without more care. I always felt a little guilty about that "case."

There is one "duty" I would not neglect, and that ought to be a great privilege—that is, the chances we have of doing little kindnesses: sending an orange or a book to a sick child, giving a cup of hot coffee to the cold messenger, and encouraging our own children to share their little comforts with the unfortunate children who come in their way.

## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

*Typhoid Fever in Infancy and Childhood.*

In an article on this subject in the Philadelphia Medical Journal Dr. J. P. C. Griffith says that medicinal treatment is purely symptomatic, as in adults, and is less often needed. Rest in bed is, of course, required, no matter how much the child wishes to be up. A milk diet is to be preferred. No purgatives should be given to overcome constipation, enemata being employed in place of them. With regard to the use of the bath, careful judgment is to be employed in giving it to children. Some do not bear the plunge at all well. This is particularly true of younger children. Certainly there is, as a rule, at no period of childhood the need to use water at as low a temperature as in the case of adults. At the Children's Hospital of Philadelphia it is the custom to employ the graduated bath, placing the child in the tub with the water at a temperature of 95° and cooling it down to 85°, or occasionally, with older children, to less than this. In nearly all cases this is quite as effectual as the cool bath, and much less likely to cause excitement from fright. Very frequently, indeed, sponging answers every purpose. Even a tepid bath may sometimes answer well. It must be remembered that many children bear elevated body temperatures remarkably well, as one of the cases detailed illustrates,

and that the disease in childhood is likely to run a shorter course. We can, therefore, often afford to let the fever alone. If it is true of adults, it is still truer of children, that hydrotherapy is not to be used as an unalterable plan of treatment, no matter what its effect, and merely because the temperature has reached a certain figure. If it is used according to any such method, it is capable, particularly in children, of doing often far more harm than good.

*Digestion Fever in Children.*

Dr. Comby describes under this name, in *Médecine Moderne*, an intermittent fever which is produced by the absorption of faulty products of digestion, and is most frequently observed in children between three and ten years old. Nearly all of the children thus affected are suffering from chronic dyspepsia and have been hand-fed; most of them are also rickety. One frequently finds these children insufficiently nourished and exhibiting the symptoms of atonic dyspepsia and distension of the stomach. About eighty per cent of the cases of digestion fever occur between the months of May and July, probably, as Grasset thinks, owing to the ingestion of large quantities of water. It is more frequently found in boys than in girls.



## THE MOTHERS' PARLIAMENT.

The Higher Education and the Nursing Function.

The decline of the nursing function in mothers is a fact whose importance is being recognized in several articles on the subject in recent numbers of *BABYHOOD*. It is time, surely, that this matter should receive the earnest attention of all mothers as well as physicians. We do not need to have it proved to us, by the road of anæmia, rickets, and malnutrition, that a baby thrives and grows to a stronger childhood when nursed than when artificially fed. We know it. What we wish to know is, why we are losing the ability to feed them ourselves. Whatever the views of some of us on the higher education practically matters little, for women's colleges are growing fast in number, and soon the 2,000 alumnae will increase to an even more obstinate proportion of all woman-kind. I cannot, personally, speak with the authority of one of the 2,000, but a woman never hesitates to speak, even without authority. Therefore I venture the statement that more harm is done to the health of our daughters before they enter college than while they are there.

Generally speaking, I believe that from the age of ten to seventeen more risks are run than at any other period of a woman's life. During these years parental authority is on the wane, and the wisdom of experience is lacking. The great need of girls during this period of rapid growth and physical development is out-door exercise and the gymnasium. Though conventions are widening in this particular, and girls are no long-

er limited to the dancing class and the skipping rope, even yet athletics is not looked upon as just as important for them as for boys. I strongly advocate the parallel education of girls and boys in this particular, as far as is compatible with the physical make-up of the girl. Encourage all that means fresh air and wholesome exercise, discourage all that means a defrauded youth and a society-life in the imitation.

If a girl's health is in good condition, allow her to enter college at seventeen or eighteen, if she is well prepared; if she is not up to a high standard physically, and is only just able to accomplish the feat mentally, prolong her preparatory work till nineteen or twenty, or later. The idea that one's intellectual accoutrement for a lifetime must be manufactured in a dozen years, or less, is absurd on the face of it. Many girls enter college with health already broken down. Boys, as a rule, do not. They are well developed, as they have been encouraged to be.

I fancy colleges for women will soon become as much a matter of course as colleges for men. It is the part of wisdom to meet the difficulties their establishment presents, with a determination to surmount them, not with a vain attempt to oppose our personal prejudices to the spirit of the age and the country in which we live. Every age has its charm, particularly in the retrospect. Reminiscences of the past, however, are always a little unfair to the present. Sentiment furnishes the halo, and distance clothes all hardships in



a kindly mist. Still, scarcely a woman of us would prefer, if put to the test, to have lived fifty years or even twenty-five years ago, rather than at the present time. If at the present moment we were to be deprived of the freedom and privileges which we now regard so much as a matter of course, we should become at once violent advocates of all the advantages of our present position. Every rostrum would ring with remonstrance, and I doubt not we should put to shame with our ardor all our past pioneers, at whom we have been wont to look askance. We are absorbing daily, hourly, our blessings, even while we retain our prejudices.

In pursuing the subject, may I ask: Does not "R. C. S.," in her article, in the May *BABYHOOD*, on "Motherhood and the Higher Education," put the cart before the horse when she suggests that the college has created the demand for the education? Surely, demand creates supply, not supply demand. Colleges certainly do not spring up of themselves. Nor is this all there is to be said in the matter of the higher education and motherhood, or rather the nursing function; for in this discussion "the most essential attribute of a noble motherhood" is the healthy child, and enough breast-milk to feed it. So far I have taken for granted, with "R. C. S.," and doubtless the majority of *BABYHOOD* readers, that the women who fail in this function are to a large extent drawn from college-bred women. Has any one *facts* to offer in this matter? The *opinion* of one, two, or even three physicians, no matter how "enlightened," in as many cities, is not con-

clusive. To treat the matter fairly, so that we shall not find ourselves arguing from premises of our own manufacture, we should gather statistics from as many physicians as possible, in as many cities as possible. Nor should we stop there. Life in country districts differs widely from that in cities. A different environment exerts a different influence, mentally and physically. Let us consult the country doctors as well as those in the city. Such an investigation as this might help us to find out in what class, if in any particular class, this decrease of the nursing function is most evident. Having become sure of our generalizations, we should then be better adapted to deal with particular cases. It is hardly fair to the cause of the higher education of women to judge all women from some isolated cases of excessive brain-work and consequent ill-health. As I have indicated, the lower education may be more at fault than the higher in these instances. Possibly we may find, as a result of investigation, that maternal degeneration is taking place as much among the uneducated as among the educated. Certainly at the present time we have not sufficient data from which to draw fair conclusions.—*H.*

"No two bodies  
A Law of Physics can occupy the  
Applied to Moral same space at the  
Training. same time." If

thoughtful mothers would only realize this as applied to the minds and hearts of their children, they would solve, in the simplest way, many of the most difficult problems of early training.

Let me illustrate: A young child taken to bathe in the ocean may have its mind so filled with the idea of catching a bit of seaweed or a toy boat as to banish all thought of fear. My little boy of three years, treated on this principle, walked fearlessly into the water up to his neck, chasing a stick, whereas the day before, when he had been taken in with no diverting influence brought to bear on his mind, he had shown the utmost fear.

You perhaps find your child is growing selfish. Instead of scolding or punishing, devise some helpful action for him—a visit to an ill companion, a gift for some less fortunate child, requiring self-denial. There are plenty of things which a child can do. Don't lecture, but make the task seem attractive, so attractive that it will be repeated spontaneously. "Difficulty, abnegation, martyrdom, death are allurements that act on the heart of man."

## ABOUT MELLIN'S FOOD.

If a child is nearly a year old, has no teeth, does not creep and does not weigh what he ought for his age, it shows that he has not been fed with proper food and consequently has been poorly nourished; he needs Mellin's Food with good fresh milk. The digestive organs are probably weak from insufficient feeding and the mother must be persistent in the use of Mellin's Food for it will take a little time for the child to make up what he has lost. The good effects of Mellin's Food will be seen more quickly in a healthy child than in one who has been insufficiently nourished from being fed with a food containing dried milk or in one whose digestion has been impaired by predigested food, but the improvement will surely come in good time. At first, on account of the feeble digestion, it is well to use a little less milk than a

child of his age would ordinarily have but the full amount of Mellin's Food should be used. The milk should be gradually increased until the proper proportion of milk is used. The child has probably had too little fat in his food and this being the case, use top milk.

The Mellin's Food, milk and water should be mixed at least five or six hours before any is given to the child, for then the Mellin's Food softens the curd of the milk and makes it readily digestible; this is essential in the case of enfeebled digestion. Very soon the child will begin to gain in weight, the teeth will appear and the child will commence to creep and then try to walk. Proper nourishment, which is found in Mellin's Food and good fresh milk, will soon give the child perfect health and strength.

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This is as true of children as of men, and when unselfishness has rushed like a flood-tide through the child's heart, selfishness will be swept away.

These illustrations might be multiplied indefinitely, but when a suggestion is thrown out, mother-love and tact are quick to respond and make their own application. There is no room for evil in a heart full of

love, nor for wicked thoughts in a mind filled with high aspirations. In proportion as you succeed in filling your children's hearts with altruistic love and making their minds "store-houses of all sweet memories" and noble endeavors, will all evil be driven out, as darkness disappears before the all-penetrating rays of the sun.—  
*Georgina B. Wells, New York.*

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## DISEASES CAUSED BY IMPURE DRINKING WATER.

A polluted water, says Dr. Seneca Egbert in his excellent "Manual of Hygiene and Sanitation," may carry the organisms of infectious diseases, or it may produce or favor the development of diseases which are not due to specific germs. In addition to this, and of at least equal importance from a sanitary point of view, is the depressed state of the system that the habitual use of impure drinking water causes, and the predisposition to disease that ensues. By the power of accommodation and through long habit, a community may become so protected against an impure water as to manifest no striking symptoms, while strangers may be seriously affected by it; but even in such a case the condition of those habitually using the water will be apt to be depressed and far from good.

The non-infectious diseases likely to be caused by impurities in the drinking water are primarily those affecting the alimentary tract, as dyspepsias, diarrhœas, and other disturbances having their origin in severe gastric or intestinal irritation. So, also, impure water, even though it do not contain the actual germs, may have much to do in bringing on

an attack of specific dysentery by so irritating the lower intestine as to make it especially receptive to the cause of the disease when introduced from another source.

Large quantities of the sulphates of calcium and magnesium are thought to have special influence in causing dyspepsias, with loss of appetite, pain at epigastrium, etc. An excess of iron in water is also prone to produce constipation, headache, loss of appetite, and malaise. Goitre and the formation of vesical calculi are each supposed to be due to mineral or inorganic impurities, though the true relation of impure drinking water to these diseases is still unsettled.

Diarrhœa may be produced by any of the following impurities in water: Suspended substances of any kind, but especially those of fecal origin; dissolved animal, vegetable, or mineral matters, and fetid gases. The diarrhœa produced by any of these contaminants may be so severe as to simulate true dysentery and cause doubt as to the diagnosis.

Certain metals may be taken up from the earth's strata or from the lining of cisterns, and may produce their characteristic and poisonous

symptoms in the system. Lead is one of these metals, and it will be well to note here the waters that are especially apt to take up this metal. Pure waters and those containing much oxygen act most powerfully on lead, as do those containing organic nitrates and nitrites, especially ammonium nitrate. Waters containing carbonic acid and the salts of lime and magnesia, and those free of absorbed gases, act least on lead, and carbonic acid seems to protect lead by forming an insoluble carbonate on its surface. Lead is more easily dissolved if other metals are in contact with it, probably owing to electrolytic action. Lead should not be used for pipes nor to line cisterns, unless suitable tests show that the water does not affect them; nor should any water be used in which the tests show more than one-twentieth of a grain of lead per gallon. Even water containing carbonic acid may take up lead for a time from new pipes until the insoluble carbonate is formed within them.

Of the infectious diseases, germs of typhoid fever, cholera, dysentery, and malaria are usually carried into the system by the drinking water, while the same is often true of yellow fever, scarlet fever, diphtheria, and kindred diseases. But, as with the impurities causing non-infectious diseases, water containing disease germs may sometimes be used for a long time by those accustomed to it without the development of the specific malady, and it may only be after the system is weakened by excesses or other predisposing conditions that the disease manifests itself; or it may happen that only strangers and non-

acclimated inhabitants incur the disease. It has been suggested that this immunity is probably brought about by the very gradual introduction into the body of the disease germs and their poisons, so that old residents are not susceptible to the quantities of either of these which are sufficient to give rise to the particular diseases in new-comers.

In most large cities of this country the typhoid fever death-rate is accepted as the direct index of the character of the water supply; and it seems to be a fact, almost without exception, that any marked improvement in the latter will be followed by an immediate and positive reduction in the former. The same may also be said to hold good in regard to diarrhoeal diseases, while in eastern North Carolina there has been a very marked reduction in the prevalence of malarial fevers as a result of the efforts of the State Board of Health to persuade the people to substitute rain water or deep well-water for the subsoil water which was almost universally used a few years ago.

The ova of certain parasites, such as tape or round worms, may often be taken into the system with the drinking water, and these upon developing may cause disturbances more serious than the slight attention usually given to them would seem to indicate. Any attack of convulsions in a child or other manifestation of severe reflex action should lead to the inquiry as to whether these parasites may not be present, and whether the water supply has not been a source of invasion.

Regarding the foregoing remarks, Parkes makes the following state-

ments: "1. An epidemic of diarrhœa in a community is almost always owing to impure air, impure water, or bad food. If it affects a number of persons suddenly, it is probably owing to one of the last two causes, and if it extends over many families, almost certainly to water. But as the cause of the impurity may be transient, it is not easy to find experimental proof. 2. Diarrhœa or dysentery constantly affecting a community, or returning periodically at certain times of the year, is far more likely to be produced by bad water than by any other cause. 3. A very sudden and localized outbreak of typhoid fever or cholera is almost certainly owing to the introduction of the poison by water. 4. The same fact holds good in malarial fevers, and, especially if the cases are very grave, a possible introduction by water should be inquired into. 5. The introduction of the ova of certain entozoa by means of water is proved in some places, probable in others. 6. Although it is not at

present possible to assign to every impurity in water its exact share in the production of disease, or to prove the precise influence on public health of water which is not extremely impure, it appears certain that the health of a community always improves when an abundant and pure water supply is given; and, apart from this actual evidence, we are entitled to conclude from other considerations that abundant and good water is a prime sanitary necessity." Statistics amply confirm the correctness of this last assertion; and sanitary authorities now realize that the main cause of an increase in the death rate of diarrhœal diseases is more often to be fairly attributed to a bad water supply than to improper food or untoward temperatures. Even with respect to cholera infantum (which is generally supposed to be principally due to the influence of excessive heat upon the infant and its food), a number of epidemics show a closer relation to impure water supply than to temperature changes.

## TREATMENT OF SOME OF THE DISEASES OF CHILDREN TWO HUNDRED YEARS AGO.

The present inhabitants of our modern cities have become so accustomed to the benefits conferred upon them by the recent discoveries in medical science that it is very difficult for them even to imagine the vast contrast in the treatment of disease two hundred years ago, when compared with our treatment at the present time. This contrast is brought out strikingly in an address

read recently before the Medical and Anthropological Societies at Washington by Dr. Robert Reyburn.

It should be remembered, says Dr. Reyburn, that two hundred years ago the great discovery of vaccination by Dr. Jenner, in 1796, was unknown, and small-pox still continued to slay its uncounted millions. It is quite unnecessary, and would be out of place in this paper, to advocate



vaccination, and we will only say that vaccination is admitted by all medical authorities to be the greatest blessing that the science of medicine has ever given to mankind.

The first authority we will quote on children's diseases will be Dr. Thomas Willis, an eminent physician of England. He was born in 1621 and died in 1674. He wrote several medical works, one on the anatomy of the brain and one on convulsive diseases, including epilepsy and scurvy. From the latter, page 143, we make the following quotation concerning the treatment of epilepsy:

"A Man in this Neighborhood, had all his Children dead of Convulsions, within three months after they were born. At length, to prevent the same Fate in a Son of his that was new-born, he thought proper to try the Power of Medicine. I was called to him a few days after the Birth, and ordered an Issue in the first Place to be made in his Neck, and that two Ounces of Blood should be drawn next Day at the Neck, by the Application of Leeches. I advised besides, that for three Days before each Change of the Moon, and again before the Full, about five Grains of the following Powder should be given him Morning and Evening in a Spoonful of Julap.

"Take prepared Human Skull, the Root of Male-Peony, of each one Drachm. Pearls in Powder, half a Drachm. Mix them all together, and make a very fine Powder.

"Take of Black Cherry-Water, three Ounces. The Antepileptick Water of Langius, an Ounce. Syrup of the Flowers of Male-Peony, six Drachms.

"I likewise ordered the Nurse to take a Draught of Whey, in which the Roots and Seeds of Male-Peony, and the leaves of Lilly of the Valley had been boiled, twice every Day at the same Hours.

"The Child continued well about two Months, and then began to be troubled with Convulsive Disorders; upon which Account the same Medicines were again repeated in larger Doses, both to the Child and Nurse. Blisters were applied behind the Ears, and he was again bled at the Jugulars with Leeches. By these Means he got well again within two or three Days; and about four or five Months afterward, when the same Disorder returned, he was cured by using the above Medicines. After he was seven Years old, the Convulsions entirely left him; but about the lower part of the Back Bone, an indolent Tumor arose. This Tumor occasioned a Distortion of the Vertebrae, which was succeeded by a Weakness of the Limbs, and at length a Palsey."

Extraordinary and even barbarous as the above treatment seems to us, yet, in order to show that it was the usual treatment for epilepsy in that day, we will now give a quotation from the book of Dr. Walter Harris on children's diseases, who was physician in ordinary to King William the Third of England. He was born in England in 1651 and died in 1725. In his article on epilepsy in the above-mentioned book, page 148, he says:

"A girl eleven years old of a sanguine constitution, and troubled with very long and violent Epileptic Paroxysms, desired my advice the Eight-

eenth of December, 1701. For six months she had suffered two severe Paroxysms each day. The Paroxysm was in this manner: She fell first down as if dead upon the floor or bed; whence this disease is called the Falling Sickness: and after remaining motionless for a little while, she tossed her limbs here and there with great force and violence, attempting to beat herself with her hands. She frequently bended her head downward with strong Convulsions, and flung it backward with such force, as if she designed to dash the hind-part of her Skull to pieces."

After giving this vivid and accurate picture of epilepsy he says: "I prescribed for her the following powders: Take of prepared Earth Worms One Ounce. Human Skull prepared Two Scruples (forty grains). Mix them and divide into twelve powders, one to be taken twice a day in a spoonful of Cephalic Julap."

The next authority quoted will be Dr. Richard Wiseman, who lived about two hundred years ago, and who was the physician to King Charles the Second of England. He wrote a number of treatises on various medical and surgical subjects, and from his treatise, page 241, on the king's evil or scrofula, the following paragraph is taken. After prescribing various remedies he says:

"But where that does not agree we prescribe distilled milk of which this sort may serve as an example. Take of best Sarsaparilla one pound. Shavings of Hartshorn six ounces. Leaves of Agrimony and of both kinds of Fluelline, of each three handfuls. White and Red Saunders, of each two drachms. English Liq-

uorice a pound. Garden Snails one hundred. Earth Worms one pound. New Cows Milk two gallons.

"Distill them according to art, and to three pounds or pints of the distilled liquor add two ounces of prepared Crabs Eyes. Let him take of this to the quantity of four ounces at a time, adding to each dose some quantity of Cinnamon Water."

Dr. Wiseman was also, it is said, a believer in the efficacy of the king's royal touch as a cure for scrofula, but he does not mention it among the remedies in the article we have quoted.

But let us return for a moment to Dr. Harris's book on diseases of children, and see his treatment of fever, on page 44.

"To a child of a year old labouring under a fever or tormented with gripes I commonly prescribe in the following manner: Take Compound Powder of Crabs Claws, Prepared Pearls, of each one drachm (sixty grains). Mix them and make a powder to be divided into six equal parts. The child must take one of these immediately, and let it be repeated if the case require two hours thereafter, and then every fourth hour."

Dr. Harris could not have prescribed such remedies as these for any except rich patients, and we know now that crabs' eyes and prepared pearls are chemically nothing but carbonate of lime or chalk. The same quantity of prepared chalk given to the patient would have answered every medicinal purpose equally as well as these costly powders.

Thomas Sydenham, who was born in England in 1628 and died in 1689,

was one of the most famous physicians of his time. Advocating as he did in the treatment of fevers and eruptive diseases, such as measles, small-pox, etc., of children, the use of cool air and other cooling methods of treatment, he was far ahead of his time. In his monograph on measles he gives a very good description of the disease, and a good deal of his treatment would be deemed judicious at the present day. However, toward the end of his article he says, page 175:

"If after the measles are gone off, a Fever, difficulty of breathing, and other symptoms that indicate a Periphneumony (Pneumonia) do succeed, a good quantity of blood must be taken from the Arm, and if there be occasion, the bleeding must be once or twice repeated at proper intervals."

He also says, further on in the same article: "The Diarrhœa which comes after the Measles is cured by bleeding."

In his article on small-pox, page 167, he says: "If on the eleventh day of the Disease, or on any day following it, the Suppurative Fever comes on, and rises to such a height, with sickness, restlessness, etc., that it is not to be subdued by repeated Paregoricks, and the patient seems to be in imminent danger; in such a case you may let blood (bleed) to a considerable quantity, and repeat the bleeding twice or thrice on following days, if there be a necessity for it, but not otherwise."

We can imagine the sensation that would be produced by any physician in our day attempting to bleed a child suffering from either measles or small-pox.

Dr. Burton, who was contemporary with Dr. Harris, wrote an interesting monograph on chin cough, or whooping-cough, as it is called in our day. After giving a fair description of the disease, on page 191 he says:

"When I am called, if the child be in danger of being convulsed, in the first place, in order to gain time I let some blood, which I would not otherwise do, because it is contrary to the second indication, and those children who were bled or much purged, were always longer in recovering, than those who had not been bled at all."

This last remark, by the way, seems to manifest that Dr. Burton had good powers of observation. On page 193 he says:

"I ordered a Scruple (twenty grains) of Contharides (Spanish Flies) and as much Camphire [camphor] well rubbed together, to be mixed with three drachms of Extract of Bark (one hundred and eighty grains), of which composition I gave the Children eight or nine grains every third or fourth hour in a spoonful of some simple Water or Julap, in which I had dissolved some balsam capaivy."

The children of the people who lived two hundred years ago must have been under better discipline than ours of the present day, or they never could have been induced to swallow such nauseous medicines. Finally, this brief and imperfect survey of the treatment of some of the diseases of children two hundred years ago serves to demonstrate very forcibly the fact that our children have fallen upon happier times in being born in an age of enlightenment and progress in medical sci-



ence. We ought not to forget, however, that we owe a vast deal to our forefathers in medicine. They were without all the instruments of precision we possess. They were destitute of all the microscopes, stethoscopes, and thermometers that aid us so largely in detecting and re-

cording the diseases of internal organs. Without these aids, by their persevering labors the vast accretions of knowledge were accumulated on which has been erected the glorious fabric of modern progressive medicine.



## THE HYGIENE OF SCHOOL WORK.

The "Kindergarten Review" for May contains a thoughtful paper by M. V. O'Shea on the principal hygienic aspects of school work. The article is in line with the teachings of *BABYHOOD*, and we reprint its leading points for the benefit of our readers.

One who reads much of present-day writings upon the hygienic character of education in the elementary school cannot avoid becoming oppressed at the awful picture presented, wherein the physical, and so the mental and moral, balance of our children is being disturbed by the undue demands which are made upon the nervous energies in the class room. Usually the complaint states that we are drawing too heavily upon the nervous capital of young children, and the command is given that less work should be required, until many people are coming to feel that a child should not enter school until seven, eight, or nine years of age, and even

then should not be expected to apply himself to study for more than an hour or two a day.

No one will deny that this interest in the hygiene of education will be productive of immeasurable benefit to humanity; but it is to be feared that the elements in the work of the school which are likely to be of injury in the training of children are not always clearly apprehended, and hence criticism is aimed at what is wholesome and healthful instead of at what is injurious. There is danger of our losing sight of the fact that during waking life a child must be incessantly active, mentally as well as physically. The development of the mind proceeds in conformity to the general biological law of growth—activity suited to the needs and strength of the growing organ. Speaking physiologically, the growth of the brain in childhood, with which mental growth is parallel, requires continual stimulation of

brain cells up to but not beyond the point of fatigue.

Nature has wisely provided the child with profound instincts, which lead him to seek with the most ardent endeavor after the stimuli which are adapted to awaken and nourish the brain in all its various areas; and if he is not in school at five, or six, or seven, he will at any rate be mentally active, wherever he is. When we regard school work as simply presenting stimuli to the child in systematized form, and in quality and quantity suited to his needs, we can see why it should, instead of overtaxing the individual, be of the very greatest worth in his development. One who has observed little children out of school, where no thought has been taken to provide for them suitable occupations, must be forced to the conviction that their growth is oftentimes much retarded because there is such a lamentable lack of stimuli to incite lively mental action. The home environment of the child does not often change with his growing years, so that the old playthings and activities lose their interest, and the child mind is being dwarfed simply for the lack of proper and adequate nutrition.

The doctrine is that the child must be mentally active, and that the activities of the school are or should be better suited to child development than those found in the great majority of homes, where the conditions are not ordinarily adapted at all to developing child life, but, on the contrary, are arranged for the comfort and convenience of the adult. But in order that school training should not produce the deficiencies

and defects against which physicians and educators are inveighing with so much vigor to-day, the conditions under which it is prosecuted must be suited to the interests and capacities of the child.

It is of primary importance that the studies offered to the child at various stages in his development should appeal to his predominant interests; which means, physiologically, that when different brain areas are developing, the appropriate food for their nourishment should be presented. While science has as yet said very little regarding the sequence in which the powers of the brain unfold, yet those who direct the lives of children have some guide in the instincts and tendencies which are most prominent at different epochs in the process of maturing. Herbert Spencer pointed out years ago that too early and rapid organization of any organ occurred at the expense of the ultimate highest development of that organ; and this seems to be especially true of the nervous system. In all likelihood there would be little danger of our overtaxing the child in school if we could employ from the first to the last studies in which he was profoundly interested.

It is probable that the most unhygienic effects of education are due to the conditions of constraint which are imposed upon the child by imperfect environments, which require him to sit in his seat several hours a day and apply himself in a concentrated way to book study. Physiologists are saying that there are many evidences derivable from a study of the child's organism which declare



that he is not adapted for much application to book study at five or six. For instance, he is long-sighted at this age; and if required to examine too continuously and critically the forms of print, he not only entails loss of energy in the endeavor to produce normal vision, but he is apt to develop some difficulty in the visual organ. Then the critical study of print forms requires relatively great co-ordination of mental and bodily powers and inhibition of physical activities; and the child acquires these abilities only very gradually. In all probability they are but slightly developed at the age of five or six.

There are several respects in which much of elementary education may be severely criticised; but the fault is due almost wholly to the conditions under which studies are pursued, and not to the studies themselves. So much attention has been attracted recently to the danger of requiring a child to perform too fine tasks, such as threading a needle, making fine stitches, and things of that sort, that it only need be referred to in passing. This principle applies more fully to the primary school as we have it at present than to the kindergarten; for one may see that a considerable part of the activities of children in the early grades makes too serious demands upon their powers of co-ordination. Writing fifteen minutes a day with a small metal penholder will probably in the majority of cases bring serious results upon the organization of children in the first to fourth grades or possibly anywhere in the elementary school; for the reason that to manage such a tool

demands the greatest co-ordination of the finest muscles controlled by the highest areas of the brain. These muscles are quickly fatigued, and when continually overstrained acquire, as Professor Bryan says, a disposition to let their energies run away uselessly. When one considers that perspiration quickly accumulates upon a metal penholder, and that the instrument then tends to roll in the fingers, to prevent which requires grasping it very tightly, he can see what a source of waste this is in the activities of the school. The effect is evident in a school-room of young children after application to writing for a few minutes—the entire body shows the strain which the child is under. When that goes on day after day is it any wonder that the nervous system becomes unduly drained of its energies, and that then there appear deficiencies and estrangements which physicians mistakenly ascribe to the studies of the school, rather than to the particular way in which they are carried on? Those who have studied the subject feel that a young child ought not to be required to write for more than ten minutes continuously at a time, and then only with instruments which do not demand such tension of the finer muscles and hence such strain of the most sensitive areas of the brain. There would be much less reason to complain about the unhygienic effects of work in the early grades if children used large cork penholders and coarse pens, and were permitted freedom in making large letters, instead of writing in very narrow spaces, as is still the custom in many schools. That writ-



ing is always unhygienic which requires constrained and finely co-ordinated movements in its prosecution.

There are other activities of the elementary school which violate the law of growth announced above. When young children are required to toe a line upon the floor for a considerable period at a time; or to fold their arms while remaining motionless in their seats for ten minutes at a stretch; or to articulate with adult distinctness in the first work in reading; or to perform physical exercises which require the most exact control—when such activities are insisted upon with the youngest children, overstrain must ensue and defects and deficiencies consequently make their appearance.

The furniture and appointments of the school-room may probably be

censured more than anything else for producing defects and deficiencies in school children. Every one knows that in the majority of school-rooms the seats are illy adapted to individual children. They are not so adjusted to the form of each child as to preserve healthful, restful postures, and this leads to deformity and dissipation of nervous energy. So long as desks are too low or too high for children, or the seats are not adjusted to them, or they are required to lean forward constantly while at work—so long as this continues we shall be finding fault with the unhygienic effects of education; but we should place the blame where it belongs, and not claim that it is the reading, and the nature study, and the arithmetic, and the writing which are at fault.

## THE EFFECT OF MODERN SCHOOL METHODS UPON THE HEALTH OF THE CHILD.

Side by side with the foregoing article on "The Hygiene of School Work" we place the opinion of a competent medical observer, Dr. D. W. Jefferis, of Chester, Pa., on the same subject, as expressed in the recent issue of a medical journal:

There can be no doubt that in very many respects the modern school has hygienic advantages not possessed by the schools of thirty years ago. Directors and teachers both seem to know how to keep the school-room in good hygienic condition. The ventilation, lighting, and seating arrangements are vastly su-

perior to the old, and are approaching perfection in detail. Yet in some other respects the careful observer must acknowledge that there are certain grave faults and that some of those faults are increasing.

The school life of the child is of necessity artificial. Compelled to sit in a more or less constrained position for several hours a day, shut in from sunlight and warmed by artificial heat, the little one becomes listless and weary—not with the healthful weariness following active exercise, but a weariness due to the retention within the system of waste products.

Where there is a rapid building up, as in the growth and development of the child, there is also a corresponding amount of waste. The excretory organs must be active in the growing child, and they can be kept so only by plenty of out-door air and exercise.

The rhythmic exercises in the so-called physical culture and Swedish movement lessons are in some degree a substitute for these, but, like all substitutes, they do not begin to compare in efficiency with the original. If the school life is artificial, the increase of the term from about six months in the year to the present ten months' term is one factor wherein our modern school is more prejudicial to health than the old.

But of late years all these sources of danger to health have been noted; shorter school hours and more frequent intermissions have been insisted upon. The medical men who have an interest in the public schools (and who has not?) have begun to question what may be called the inner working of the school, perhaps too long left to the professional teacher. We have frequently proclaimed against over-study, and attribute to it certain nervous conditions, particularly among young girls about the time of puberty.

After a somewhat careful and extended examination of the conditions pertaining to our modern schools, I would be inclined to attribute these disorders, not to overstudy, but rather to multi-study, if you will permit the word. I will illustrate. Until this year in the Chester schools a six-year-old child in the first grade was expected to study drawing, writing, nature study, reading, spelling, with

especial reference to diacritic marking, physical culture, number work, music, physiology and hygiene. In the seventh grade, when they are thirteen years of age, they studied arithmetic, grammar, geography, spelling, with diacritic marks, writing, drawing, music reading, hygiene, physical culture and history.

And it was so all through the school life. It was not a question of too much, but too many. The child was simply bewildered in a maze of subjects—given no time to think, no time to do anything except merely to grasp a few facts having no relation to other facts, and hence speedily forgotten. It is little wonder that under such a system the child became nervous, sleepless, and afflicted with a train of ills.

This course of training is harder on the girls than the boys for several reasons. The girl ordinarily has a higher and more sensitive nervous organization; changes at the time of puberty are more powerful; she has less out-door exercise; the baseball and football games are not for her, except as a spectator from the grand stand, where she may wear the colors of her school.

While in her earlier years she may be seen in rough-and-tumble play in the school yard, increasing years seem to prevent this, and her play-time is spent in listless walking about the ground or in study. She is more conscientious than the boy and is more desirous to have good marks. He is often content to limp through our schools with a mark of 3 or 4 while she strives for 1 or 2. And as if she did not have enough in the school curriculum, she is often obliged



by her own anxious and doting parents to spend the hours which should be devoted to the building up of her body to practice on the piano, thus adding another study to the overcrowded list. Truly, there is wisdom in the old saying, "of making many books there is no end, and much study is a weariness to the flesh."

The end is not yet. All about us are to be found excellent, well-

meaning people who are anxious to introduce new studies in the public schools. All the languages, living and dead, all the sciences, social, physical, and mental, all the arts and mechanic trades, commerce and manufactures, are clamoring for admission. And it is time for the medical man to cry "Halt! it is enough!" and teach our teachers that there is even a limit to the capacity of a little child.



## INFANTILE STOOLS AND THEIR SIGNIFICANCE.

Dr. Charles Douglas, Professor of the Diseases of Children and Clinical Medicine, Detroit College of Medicine, contributed recently a valuable paper with this title to the Physician and Surgeon. After dealing with the etiology of the variations from the normal stools, the author devoted considerable space to the subject of green stools, saying:

Green stools—what are they? It is difficult to fully realize all the disturbing factors which result in this colored stool. As, in an infant nursed by its mother, two healthy parties, mother and child, contribute to a healthy yellow stool, we must have an unhealthy influence in either one or other to produce a different result. Writers on this subject explain this green color by attributing it to the presence of chromogenic bacteria; but this is unsatisfactory and does not explain the cause of disturbance. When we look at the great varieties of green stools, from the occasional one produced by the milk of a tired

or irritated mother in a very healthy child to the greenish-gray, foul, pasty one of the extremely rachitic child, we realize that numerous factors must intervene to produce all these shades in color, consistence, and odor. Certain it is that the character of the bacteria is quickly changed, or their lives and number are rapidly reduced, either by a diet suitable to the child or healthy gastric juices in the child.

When we consider the different types of green stool, in color, odor, and consistence—from the light green to the deep chrome hue; from the inodorous to the extremely foul and rotten; and from the thick, slimy to the extremely liquid—we cannot but believe that very different conditions must be present in the alimentary canal to explain these results, aside from bacteria.

The deep chrome hue, as against the lighter color in the same consistence of stool, would indicate a greater food disturbance if the color



is due to bile. In other words, there would be a smaller effort at digestion.

The extremely foul stool would show a marked albuminous decomposition, while the absence of odor would indicate healthy digestion, and where the stools were very liquid, extreme vermicular activity.

The very slimy stool would indicate a catarrhal condition, more or less severe and extensive, and generally mild in character, when compared with the profuse watery exosmotic discharges caused by an acute milk infection.

Whatever the character of the green stool may be, we see that it indicates an unhealthy condition in the digestive process and should receive our careful attention. The green color without other change shows the unsuitable dietary and Nature's rapid efforts to remove it, quickly carrying the bile and imperfectly digested food out, thus checking nutrition and wasting secretions. The foul stools show the putrefactive process consuming the dietary, thus not only robbing the body of dietetic support, but often loading the blood with these putrefactive germs through their absorption. The slimy and thin, watery stools, by reflex action not only check digestion, but also consume the albumin and fibrin of the blood itself in direct proportion to their size and frequency.

From these facts we realize that green stools are errors or due to errors; that they always interfere

with perfect alimentation; that they may load the blood with imperfectly prepared digestive products and putrefactive or poisonous results; and also by their frequency and size more or less rapidly replete the blood current.

From the foregoing may be drawn the following conclusions:

(1) Green stools are never healthy stools.

(2) They show imperfect digestion always.

(3) In direct proportion with their presence is the damage and danger to the child.

(4) These stools render children more susceptible to acute gastroenteritis in hot weather.

(5) The high infantile summer mortality follows children suffering from this colored stool.

(6) Through unhealthy nutrition the blood is poisoned and the various tissues improperly nourished.

(7) The excreting organs, particularly the kidneys and liver, are frequently damaged by the extraordinary duties imposed on them in eliminating these poisonous results from the blood.

(8) This continued irritation and innutrition favors the development of inherited predisposition and acquired bodily defects.

(9) No child is free from complications dangerous to life or from developmental errors who suffers from frequently recurring green-shaded stools, particularly the very liquid and foul-smelling ones.



## BABY'S WARDROBE.

### The History of the Babyhood Reform Suit.

We are in constant receipt of inquiries as to the precise meaning of the reformed way of dressing babies. In reply we print the following:

The Babyhood Reform Suit, which was first introduced through BABYHOOD in 1886, and has since become so widely known throughout the country, is a reform method of clothing for babies, and does not interfere with their ordinary outside dress or slip, in such styles as taste may dictate, being a "clothing suit" rather than a "dressing suit."

Dr. L. C. Grosvenor, of Chicago, the inventor of this "new way" of dressing infants, thus described the suit in a lecture delivered by him on the subject at the Chicago Homœopathic Medical College:

"I wish to interest you to-day in a more humane and healthful method of dressing our babies.

"A few years ago, when attending at the birth of a child, I chanced to be the only *old lady* present competent and willing to make the little one's first toilet. Now, when we old ladies of the male persuasion attempt to do anything we like to do it well. I got along nicely with the bath, but when the wardrobe was brought in it set me thinking again, as it had done

many times before, upon the very inconvenient and harmful way in which we dress our infants.

"In the first place, here was a little bandage to go two or three times around the body over the navel dressing, to be pinned with four pins—and you know it is customary to wear this until the child goes into short clothes, or even through the second summer. Now, the Creator has made the abdominal wall elastic for a purpose—to accommodate itself to the varying conditions of the child's digestion. If it has a full meal the wall is large enough, and if it has eaten little it is none too large. If there is wind in the bowel the abdomen distends and gives it room till it can find its way through sixteen feet of convoluted intestine. The bandage destroys all this elasticity and defeats the Creator's plans in the matter.

"The next article I came across was a little shirt made of linen—the coldest goods in the world—starched stiff at that, and having saw-teeth around the neck to keep the baby irritable. Surely this should have no place in the infant's wardrobe. It is neither comfortable to the child nor convenient to the mother.

"Then came the pinning-blanket,



one of the most uncomfortable and unhealthy garments ever invented.

"After this comes the skirt, which has the same objection as the pinning-blanket—tightness about the chest. Another objection I have to all these is, that they clothe the chest warmly and leave the shoulders with only a slight covering of muslin—the dress.

"While I am aware it is easy to find fault, but not so easy to show a better way, I am confident I can give you something infinitely better in the new suit, which is entirely free from all these objections, perfectly healthful and beautiful, and very convenient to the mother in using; then, too, the baby now handles like a baby.

"The undergarment should reach from the neck to ten inches (twenty-five inches long) below the feet, with sleeves to the wrists, and having all the seams smooth and the hems at neck, wrist, and bottom upon the outside—the latter turned over once and felled or cat-stitched with colored worsted—a tie and one button behind. Here you have a complete garment, comfortable and healthy, and one that can be washed without shrinking. The next garment is one-half inch larger, reaching from the neck to twelve or fourteen inches below the feet—to cover the other—with generous armholes pinked or scalloped, but not bound, and with two buttons behind at the neck, and may be embroidered at pleasure. The dress cut princess to match the other garments is preferable.

"The ordinary baby dresses are all right, except that I would have them only from thirty inches to a yard in length.

"Now, these three garments are together before dressing—sleeve within sleeve—and then are put over the little one's head at once and buttoned behind, and the baby is dressed, there being but *one* pin—a diaper pin—in Baby's dress instead of *fifteen*. No shoulder-blanket should be used, because it is sometimes over the head, sometimes about the shoulders and neck, and sometimes off entirely, and these changes are exposures. Accustom the little one from the first to go without it.

"At night there should be a simple dress, not unlike the undergarment in the suit, only a little longer. It is absurd to think that a child can rest sweetly in a diaper, a bandage, a pinning-blanket, a skirt, and a double-gown, as many a child is expected to do. A good rule is to 'dress the little ones as you would love to be dressed if you were a babe.' There is nothing wonderful about this simple dress. The only wonder is that we have dressed our little ones so badly so long.

"If your husband and I were to go into business together, we would sit down and calculate and say: 'How can we obtain the best results with the least possible outlay of money or labor, and make our business abreast of the freshest thought of to-day?' But when our young mothers go into the business of dressing their first little one, they do not ask, 'How can I dress the child best in the physiological light of to-day? How can I dress it so that it will be perfectly comfortable and healthy? How can I dress it with the greatest ease and comfort to myself?' but 'How did my grandmother do this?' So they go back fif-



ty years for their models. All honor to our grandmothers; they did beautifully in the light they had; but if our girls of to-day do not do better than their grandmothers they do very badly.

"The main advantages of this method are:

"1. Perfect freedom to all thoracic, abdominal, and pelvic organs.

"2. All the clothing shall hang from the shoulders.

"3. The greatest saving of the time and strength of the mother in

caring for the babe, there being one pin instead of fifteen.

"4. The resulting health and comfort of the child.

"5. The evenness of the covering of the body, there being the same covering over the shoulders as elsewhere.

"Let us make the physical life of our babies so perfect and happy as to realize the words of Wordsworth: 'Heaven lies all about us in our infancy.'"

## OUT-DOOR PASTIMES.

### A Vacation Suggestion.

Children absorb information naturally. All they need is to have the information at command. They usually get it by asking questions; hence the "question habit," intelligently conducted, is a good one to cultivate in our little folks. While the long summer vacation is designed to fill young bodies with ozone, developing muscle and promoting breezy healthfulness, it is true that a little systematic observation and "play-study" may be indulged in without harm, and return to the autumn studies facilitated with advantage to the child.

If you, papa or mamma, will accompany the children in their visit to the rabbit hutch, for instance, and carry out some such hint as I propose to give here, you will be able to store away in the little minds facts and fancies of permanent value to them, and at the same time be sure to enjoy yourself while doing it.

Well, here are the rabbits. Fore-stall the interrogation mark and begin the question-asking yourself. Do this with a view to developing some foundation facts relating to the creatures before you and their habits. The children's faces light up with pleasure. Possibly in their city life they have never seen a real live rabbit before, not to speak of a whole family of them. They are eager and attentive, and will take pains to answer your questions. Certain points will soon be made evident then by your queries and the answers. You have developed, let us say, these:

"The rabbit has short hind legs, long ears, large eyes, soft fur, a short tail; he eats grass and leaves of vegetables; he is white, black, or gray in color; is very timid; his flesh is used for food."

If the children are old enough to jot down these points with pencil, all the better, and small memorandum books should be provided for this

purpose. If not, the parent may do this in order to keep the material for our further employment, when we take it and join these sentences in a way to make a little "story" of our visit to the rabbits. If necessary, further questions may be asked to develop an "opening" for such story, after which we may have a few facts of this kind added:

"Mamma invited us to go over to Mrs. Green's house to see her little boy's cunning little rabbits. We started soon after breakfast. We met a drove of cows from Uncle John's big barn going to the meadows. We saw Willie Green carrying some cabbage leaves to his little rabbits. We went with him. Coming home, Pansy found a four-leaved clover. Folks say it's good luck to find one. Mamma says the good luck lies in finding it, because there are few of them."

The reader will see that we have drawn forth sufficient material to form quite a little tale. It will be an interesting one, even if written out by mamma and read, for it is built on the experiences of the day and all the incidents, and the "hero and heroine," are well known to the listeners. Incidentally a vast amount of valuable information will be "absorbed" if this is kept up in a variety of trips from week to week during the long vacation. This is but taking a school system of instruction out into the everyday life, supplementing the work of the professional teachers. It's a good thing to do, however.

C. S. WADY.

#### *Baby Boy's Back Yard.*

He was a winsome child, with

rather serious face and bluest of eyes. He could somehow always be depended upon to do what was right, without raising as much opposition to the powers in authority as most children of his age would do. And he had a way of establishing himself in people's hearts at the first meeting, and keeping his place there when the acquaintance continued, which is more than some of us can do.

His birthday was early in October, and when his second spring came he would go out in the back yard immediately after breakfast, and spend all his spare time there until night—which came early for him, for his mother thought one way to keep little boys healthy and happy was to see that they had plenty of sleep. It was such an interesting back yard, for this was the first summer that he had really been old enough to enjoy it fully. There was a small barn there—not a barn filled with hay, nor did it have any hens' nests, but it had been built for the horse and buggy of the family who lived here four years ago, just before papa and mamma came here. And there were several oak trees in this yard—not large ones, but they had dropped so many acorns on the ground that one could go around with one's hand full of acorns any time. Then there were little sticks in the yard, and stones. It is wonderful how many interesting things there are on the ground, and, being so little, he was so near it that he seemed to find them all.

He made frequent little excursions into the house to show his treasures to his mother, so that she might enjoy them too. Along in the fore-

noon she called him in for a bath and a good nap in his little bed. When he awoke and had eaten his lunch he was ready to go out again. He seemed to enjoy that little patch of a city lot so much that it brought satisfaction into the faces of his father and mother to see his pleasure, and the neighbors always seemed to have a smile and a pleasant word when they happened to look that way.

But the best thing of all was brought into that yard early in the summer. It was a load of sand. A man brought it in a wagon and shovelled it out in a clean, shining pile at one end of the barn, right in line with the kitchen door, where mamma could see it any time she looked out. He made hills and tunnels, though

he was too little to think of the right names for them. He planted clover tops and grasses, which never grew, but wilted in the sun. He filled wide-mouthed bottles with sand and poured it out again. He carried sand around in a tin pail or a strawberry box, and then carefully took it back and poured it with the rest. He took his playthings out there and left them for mamma to bring in after she had put the tired little boy to bed.

Late in the summer they left the sandpile behind and took a trip on the steam cars to his grandma's home. When she saw him she said: "It's evident that child hasn't been brought up under an umbrella!" And he wondered what she meant.

M. G. D.

## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### *The Protection of Food.*

The provision made by Nature in the digestive tract against bacillary poisons when swallowed with food is generally effectual in protecting the body; but, says the Medical Age, there is a large number of children and young persons who are vulnerable or become so incidentally, either from enfeeblement of the acid digestive secretions, or from repeated and constant injection of bacilli, or from a weakened and abraded mucous membrane. The cleanliness of food, therefore, demands every precaution. Care in this respect with regard to milk, cream, cheese, butter, cold meats, jellies, pastry, and confectionery, seems to be utterly

neglected in many instances, when undoubtedly polluted air can introduce micro-organisms on these substances which prove excellent mediums for cultivating bacilli or maintaining their virulence. We have only to inspect with the naked eye the objectionable methods adopted by confectioners, bakers, cookshops, restaurants, and railway stations, in the temporary preservation of eatables, to observe that cold food is exposed to large accumulations of atmospheric filth; and there is no doubt that tubercle bacilli are frequently deposited on such food without being rendered inert by the cooking process, as would be the case if the food were hot. Flies may convey



the disease from expectoration to food, or from ulcerated wounds and excrement of domestic animals or cage birds.

#### Foreign Body in the Air Passages.

Dr. Nordman, as quoted in the Journ. de Méd. et de Chir., describes his experience when summoned to a child dying of suffocation from having "swallowed something." All efforts to find the foreign body were in vain. Tracheotomy was performed without results, and respiration had ceased, although the heart was still beating. Artificial respiration was kept up, with frictions and injections of ether, until more than an hour and a half had passed, when

suddenly a small balloon appeared at the tracheal opening, having been distended and forced upward by the artificial respiration. It was easily extracted and found to be one of the toy whistles, consisting of a wooden part, 2.5 cm. by 8 mm., and a small balloon, 2.5 cm. by 2.5 cm., which had lodged beyond reach in the right bronchus. Another case is reported in which the child had inspired a smooth slender glass object, but, instead of performing tracheotomy as indicated, Bonnus at tempted intubation first. In a few moments the object was expelled in a fit of coughing—a new and suggestive application of intubation.



## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

#### The Value of Water in Rheumatism.

*To the Editor of BABYHOOD:*

Please give me your opinion of the value of distilled water for children who have evidently inherited a tendency to rheumatism. Will its continued use eradicate the rheumatic poison from the blood? Would a child given distilled water suffer from the lack of the salts contained in natural water? Is distilled water hurtful in any way? The child is four years old and has had occa-

sional rheumatic pains, but the general health is fairly good. She has subsisted mainly on cow's milk, and never had an acute attack of rheumatism.

*Colfax, Calif.*

J. K. L.

We believe that water, distilled or otherwise, is very beneficial for those who have the rheumatic peculiarity. We do not know that distilled water is any better than a pure, fairly soft

drinking water. We do not, however, think the distilled water hurtful. But we do not suppose that water will remove the tendency, which is usually an inheritance, while it will help to relieve attacks or even chronic pains.

#### A Record of Baby's Sayings.

*To the Editor of BABYHOOD:*

In connection with your article on "The BABYHOOD Journal," I should like to ask whether you consider it a good plan to record systematically the sayings of children. Almost everything that falls from the lips of a child is interesting, and to watch its mental development is of course a source of the purest pleasure to every mother; but how are we to discriminate between what, even if "cute," is commonplace and what marks a distinct stage of progress?

*Leavenworth, Kansas.*

G. T. R.

We can perhaps best formulate a reply if we substitute in the first question "periodically" for "systematically." After a child begins to talk—that is to say, to utter distinct words—his progress generally is very rapid, and the inclination to jot down each new word will, to the observant mother, be almost irresistible. But what is really characteristic of the child's development is not so much his ability to add to his stock of words as his power to express his thoughts and feelings. It may be the manner of saying a very simple sentence that will really show what is working within the child's mind. Thus sometimes a complex action of the mind is necessary to enable a baby to say, "See there"; he must not only observe something with great interest, but he wishes some one else to observe it also. A careful consideration of his speech and the

circumstances prompting it will enable the intelligent mother to judge of the rapidity of his progress. To note this progress periodically, say from week to week (making allowance, of course, for an occasional striking utterance in the interval), will be an easy and pleasant task.

#### The Proper Rate of Gain in Weight.

*To the Editor of BABYHOOD:*

I would like to ask your advice about my little boy, seven months old. Until he was about five months old he was hardly ever troubled with constipation, gained rapidly in weight, and had all the appearance of doing well. One day I noticed that his movements of the bowels were a dark green, with some mucus, and rather watery. I called in a physician, who seemed to consider the matter as not at all serious; however, he gave him some medicine; which caused the baby to pass a great deal of dark green, almost black, matter. Since this time he has had only two or three natural movements, and never has the color been right; the green is always in his stools, in a greater or less degree. The number of movements per day has never been excessive, even at the time they looked worst. Also, since this time he has not gained half a pound in weight. His flesh, however, is firm, his lips red, eyes bright, and he looks in good condition; he weighs nineteen and one-half pounds at seven months, but I think this is not enough, as he weighed nearly ten pounds at birth. He has four teeth and gets over the floor wherever he wants to go. I nurse him and seem to have plenty of milk, but am not sure about the quality.

Do you think the condition of his bowels has anything to do with his failure to gain rapidly? In view of the facts I have given, would you think he needed some artificial food? I would like to nurse him through the summer if possible. If I do not wean him until fall, should his milk be sterilized?

*Evansville, Indiana.*

M. L. A.

A child who at seven months weighs nineteen and a half pounds



and has four teeth, and seems well in every respect except that he is not gaining, is not really a subject for anxiety. He weighs enough, and considerably more than the average infant. While it is true that an average baby is expected to have doubled its weight at five months, this is not true for babies excessively heavy at birth. The average weight is not far from seven pounds; a gain of seven doubles it, making fourteen; but the ten-pound baby cannot be expected to gain any more under ordinary circumstances than the average, which would make seventeen instead of twenty pounds for him at five months, and so on. It is very likely, but not proved, that your milk is no longer equal to his needs, and that one or two artificial feedings (or even more) might be given daily in place of the breast.

Whether you will need to sterilize the child's food in the autumn will depend upon the quality of your milk supply.

#### Condensed Replies.

*Mrs. T. S., Rochester, N. Y.*—It makes little difference, if the cow is thoroughly sound. It is believed, however, that the hardier varieties, or mixtures of fine with common stock, are less liable to illnesses and to variation in the quality of their milk than the finer and more beautiful breeds.

If the food agrees with the child we see no reason whatever for a change. He is evidently well nourished now. The cracker may be added by way of variety. We presume you mean the one known as the "Educator." There are others

in the market which are objectionable on account of their sweetness. The "Educator" is manufactured in Boston, but you will probably have no difficulty in obtaining it in your city.

*R. G., New Haven, Conn.*—The art of swimming is emphatically one that can only be taught by practice, but something can be done by way of impressing children at an early age with a desire to acquire this useful accomplishment. Self-support in the water is so easily accomplished that children who are old enough to bathe alone in ponds or at the seaside should have the "knack" of it explained until they thoroughly understand it, and they should practise swimming sufficiently, in charge of their elders, to give them a sense of assurance and self-reliance when alone. It is not generally known that a finger laid upon any floating object, like a log, an overturned boat, etc., will sustain the body in smooth water sufficiently for the head to be kept free for breathing and seeing. Many persons are drowned because they exert themselves wildly when thrown into the water suddenly, yet a boat half-filled with water, or with even little more than the gunwales above the surface, will support as many persons as can get their hands on it, if they behave quietly. A person of perfect self-possession, though not knowing how to swim, would in cases of accident stand a much better chance of life by resolving to remain motionless, with such support, and call until help came, than would an expert swimmer who should lose his head and flounder around until his strength was ex-



hausted. The ability to float on the back, with no support, yet keeping the chin above water, is not so easily acquired, yet it is surprising how many boys and girls do learn to float at a very early age. In this, however, much depends upon the size of chest capacity relatively to total weight of the body, as well as the "set" of the head on the shoulders; and there are some who cannot learn to float.

Now, in this as in many other things, the best way to instruct a little child is by telling a story involving such scenes as it is desired

to impress upon the listener, followed later by other stories calculated to reach the same end, until the theory is firmly fixed in the child's mind; then, when opportunities for practical application come, to make the most of them. In no case should a fear of the water be allowed to impress itself, except such as is based on the swimmer's own recklessness or carelessness. There is no knowing how soon the occasion may come when parents will be unspeakably thankful for having cultivated a habit of self-possession in the children at an early age.



## THE MOTHERS' PARLIAMENT.

A Suggestion in  
Regard to Ta-  
ble Etiquette.

The conscientious mother who strives to have her children attain to her own high ideals in manners and morals is in great danger of correcting too frequently and forming a habit of nagging. Sometimes little devices may be used that will avoid too many "don'ts." The following has been successfully used in our household with reference to table etiquette.

The mother of two small maids one day asked them to tell her who was the most perfect gentleman they knew. After a little thought the elder girl replied, "Judge L." Turning to the other one she requested her to name the most perfect lady of her acquaintance. She responded, "Mrs. Foster." "Now," said mamma, "we will make believe that Judge L. and Mrs. Foster are visiting us, and hereafter they will dine with us

every day. I expect you to conduct yourselves accordingly." The children entered heartily into this new play, and ever since, at any little lapses of manner, it is only necessary to refer to either of these honored guests to remind the small woman of her shortcoming.

Upon one occasion these children dined at a public table where there was a woman (whose social station ought to have taught her better) with such a shocking manner of eating as to serve ever afterward as a vivid warning. Sometimes a reference is made to Mrs. M., which also serves every purpose of criticism and correction.

The disguise of "make believe" is so very thin that the lesson of giving the home circle the best in manners and in conversation is incidentally taught.—A. T. C.

Goethe on the Destructive Instinct of Children.

From the many interesting and inexplicable problems propounded by Miss Susan E. Blow, in her recently published "Letters to a Mother on the Philosophy of Froebel," we may turn to a suggestion of Goethe's in the same line of study, to be met with in "Wahrheit und Dichtung." In the same manner in which Miss Blow speaks of the tendency of children to inflict pain on well-beloved objects, Goethe

refers to the inclination of children to destroy the objects of their affection. He says: "Not infrequently children are accused of possessing an inclination toward cruelty, merely because of their tendency to tear up, destroy, and completely annihilate those objects with which they have long played or which they have often handled. Yet their curiosity, their desire to find out how such things are constructed, is often manifested in this way. I remember how, when

## Finest in Crewe

I wish to write a few words of praise about Mellin's Food. I nursed my baby until he was 2 months old and then I was compelled to put him on the bottle. I commenced with cow's milk but my baby fell off so that he was pitiful to look at. When he was 3 months old we put him on Mellin's Food and now no one has a finer baby in Crewe. He never knows what a sick day is, has 12 teeth and can nearly walk and talk. He had the colic every day nearly all day before I commenced using Mellin's Food. Mrs. W. R. Rodgers, Crewe, Va.

## Mellin's Food

A mother asks: Can I use Mellin's Food and not wean my baby? Yes; Mellin's Food may be taken by the mother, which will increase the quantity and quality of her milk or it may be given to the baby during the day and the mother may nurse her baby at such times as may be convenient.

Send us a postal for a free sample of Mellin's Food.

**Mellin's Food Company,**  
Boston, Mass.



a child, I tore flowers to pieces for the simple purpose of finding out how the petals were set in the calyx, and in the same manner I remember to have plucked birds to discover how the feathers grew from the

wings. We can hardly blame children for such curiosity when naturalists themselves seek to enlighten themselves by destruction rather than by construction, by killing rather than by vivifying."—*M. P.*

**NO SINGLE FOOD** is suitable for the Infant for the whole period of the first nine months. At birth the digestive powers are only able to assimilate Human Milk or its physiological equivalent; and it is not until the child is six months old that any starchy food is admissible.

The (London) **Lancet** writes:—

"Mere dilution of cow's milk cannot afford a perfect substitute for the milk of the mother. The satisfactory solution of the problem can only be attempted when the difference in the amounts of constituents in cow's and human milk are first taken into account, and then by adopting a process which it is calculated will remove these differences. This is exactly what Messrs. ALLEN & HANBURYS have succeeded in doing, but what makes the product still more valuable and convenient is that it is in the form of a dry powder and is sterilized."

The **British Medical Journal** writes:—

"**FIRST FOOD FOR INFANTS.**—A trial of this Food has been made for us, and the results have been remarkably satisfactory. It appears to be readily taken by infants and to be easily digested. In certain instances children who are unable to digest cow's milk assimilate this food readily. Its composition is based upon correct scientific principles."

Dr. JOSEPH I. SMITH, Philadelphia, after reporting for a medical journal several triumphant successes of these foods in difficult cases, concludes as follows:—

"My experience has satisfied me that the ALLEN AND HANBURYS Food has three advantages not found together in any other food. They are:

*First.*—It is graded in series, which makes it superior to all other foods.

*Second.*—It is readily prepared, which is an advantage to the busy mother, and requires the addition of nothing but water for the first and second grades.

*Third.*—It does not constipate, and the tendency to have colic is lessened, and, in my experience, the infants did not vomit after taking it."

**The "Allenburys" Milk Food No. 1**

**The "Allenburys" Milk Food No. 2**

**The "Allenburys" Malted Food No. 3**

Specially adapted to the first three months of life.

Similarly adapted to the second three months of life.

**COMPLETE FOODS, STERILIZED, and needing the addition of hot water only.**

Adapted to, and all that can be desired for infants after five or six months of age. Prepared for use by the addition of cow's milk.

The **British Medical Journal** writes:—

"We have taken some trouble to have this Food carefully tested. Delicate children have, in many instances, improved under its use; infants who have thriven under its use fell off when it was discontinued; and it was generally liked by the children to whom it was given. Dr. DONKIN was able to report very favourably of its influence upon the health, nutrition, and digestion of the children to whom it was administered in his hospital practice. In two large creches the Food has been found very successful; in more than one instance the children who had been subject to sickness being freed from it by the use of Messrs. ALLEN & HANBURYS Food. We have no doubt whatever that this Malted Farinaceous Food will be found very effective, digestible, nutritious, and palatable, wherever it be tried."

Sample of the Foods will be sent Free on application. Please state which NUMBER is desired.

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## HOW TO DETECT POISONOUS CANDY.

We have before us two inquiries on the subject of adulterated candy. The writers wish to know what substances are used in the adulteration of candy and how one can detect them. In view of the general interest in the subject we shall answer at length.

Dr. Cyrus Edson, while Chief Inspector of the Second Sanitary Division of the New York Board of Health, paid particular attention to this subject, and reported some of his conclusions in the pages of this magazine. According to him, three kinds of adulteration are practised by manufacturers of candy. These may be called, respectively, bulk adulteration, color adulteration, and flavor adulteration.

The substances which are added for increasing the weight of candy, thus enabling the manufacturer to use less sugar in the preparation of his wares, are as follows: terra alba, kaolin, whiting, starch, and ground quartz. Terra alba, chemically speaking, is the hydrated sulphate of lime. It may be detected by burning a few of the suspected candies in an iron or other suitable vessel until the sugar is consumed, and then

mixing in a tumbler of water the ash which remains. If a white cloudiness ensues on the addition of a small amount of a solution of chloride of barium, the candy has probably been adulterated with terra alba. The solution of the chloride of barium can be bought from any druggist, and is cheap. An ounce of it will make several tests. Kaolin (decomposed feldspar) and ground quartz may be detected by dissolving the candy in hot water; as they are insoluble, they will settle to the bottom of the vessel. Whiting (ground chalk) will cause the solution to effervesce if a little acid is added to it. The test for starch is an accurate one. Dissolve a sweetmeat in a little cold water, and add a drop or two of tincture of iodine; if a blue color is developed starch is present.

Candy that has undergone adulteration for bulk cannot, in a strict sense, be considered poisonous, though it is doubtless very injurious; even starch, when uncooked, being very difficult to digest, while the other substances need no comment. Of the frequent instances in which we see children sick with digestive disorders—the bowels constipated,

the tongue coated, the head aching, and a dose of castor-oil being clearly indicated—a large proportion is probably due to adulterated candy.

Adulteration for color is a most dangerous fraud, as poisonous pigments are used. Some manufacturers of such adulterated candies have asserted, on being confronted with proof of their guilt, that the amount of color used was so small that it could not possibly be injurious; but this is not true, as is indicated by the eye alone and confirmed by chemical analysis. Preparations of lead, copper, mercury, and arsenic are poisons such as are termed by the medical profession cumulative in their effect; that is to say, they accumulate in the system little by little until enough is present to act poisonously.

Cases are on record of lead-poisoning caused by merely moistening with the tongue wafers colored with red lead. How much more injurious is confectionery colored in like manner when received into the system through the stomach!

A number of years ago the Council of Health of Paris, which body first began the crusade against the use of poisonous colors, published two lists, one of harmless colors the use of which was permitted, the other of poisonous pigments the use of which was strictly forbidden. The first list consisted of vegetable colors and cochineal, the second of mineral colors, compounds of lead, arsenic, antimony, mercury, copper and iron. In Germany a strict law compels every color manufacturer to mark each package of colors with a letter which indicates the poisonous ingredient in the color.

The articles required for roughly testing candy with respect to poisonous colors are as follows: A few ounces of alcohol, about an ounce of a solution of bleaching-powder (hypochlorite of calcium), a little white woollen yarn, and a small bottle of aqua ammonia. See first whether the color can be dissolved out by alcohol; if it can, immerse the woollen yarn in the solution, and should the color adhere to the yarn and dye it, the probabilities are that it is a coal-tar color; if a red, it may contain arsenic. If the alcohol produces no effect, try a drop of the bleaching-powder solution applied to the surface of the sweetmeat. If the color fades out it is probably of vegetable origin and is harmless. The poisonous color most frequently used is chrome yellow, a compound of chromium and lead. Its presence may be strongly suspected if the following tests have shown that none of the harmless yellows have been employed. The harmless yellows most commonly used are turmeric (a vegetable color made from the root of a certain herb), fluorescein (a coal-tar yellow), and a number of vegetable yellows. Turmeric turns red when treated with ammonia. The other vegetable yellows fade when treated with the solution of bleaching-powder. Fluorescein derives its name from its very peculiar property of imparting a beautiful fluorescence to its solution in water. Dissolve candy in a tumbler of water, and view the water in the sunlight against a black background; if fluorescein has been used the green fluorescence will then be seen. When the tumbler is held

between the eye and the light, the color of the water appears yellow. If no results are obtained by any of these tests, the suspected candy is probably colored by chrome yellow and is poisonous. Burnt umber, an iron-bearing earth, frequently used to adulterate chocolate confections, may be detected thus: Dissolve the confection in a tumbler of hot water; if a brown, gritty residue remains undissolved in the bottom of the glass, the presence of burnt umber is indicated.

It is not easy to give any simple test by which adulteration for flavor may be detected. The reader will, however, be interested in this form of adulteration, for it illustrates more forcibly than either of the others the wonderful discoveries made by modern chemistry. The flavoring essences used at the present day are nearly all artificially made. In many cases chemistry has enabled us not merely to imitate, but exactly to reproduce, natural flavors. Wintergreen, vanilla, and other flavors are made identical with those produced by nature in plants. Some artificial flavors, however, are not identical with the natural, but only resemble them. Some of these contain prussic

acid and some fusel-oil, both of which are highly poisonous; hence the danger of allowing ignorant persons to flavor candy or other articles of food. In Brooklyn, at one time, the agents of the Society for Prevention of Cruelty to Children noticed children in the streets acting drowsily, as if they were drugged. Investigation revealed that they had eaten "rock-and-rye drops" flavored with fusel-oil and alcohol.

The "essence of pineapple," which is made by distilling rancid butter, wood alcohol, and oil of vitriol, is said by Dr. Hassall, a celebrated English authority, to be injurious. Almond flavor is stated by him to have caused many cases of fatal poisoning from the prussic acid contained in it. Dr. Hassall also says that a very fragrant, fruity essence may be made from rotten cheese by treating it with oil of vitriol and bichromate of potash.

In conclusion, we may assure BABYHOOD readers that candy can safely be eaten which is purchased from any first-class manufacturer, for the reason that the Boards of Health in the larger cities nowadays keep a close watch over the manufacture and sale of sugar dainties.





## THE CAUSES AND TREATMENT OF HABITUAL CONSTIPATION IN INFANCY.

Dr. Southworth, in writing on this subject in the "Archives of Pediatrics," says that in his experience it is now exceedingly rare to find a child who is artificially fed whose constipation cannot be remedied by intelligent modification of its diet. In beginning the treatment of a case of habitual constipation, it is usually advisable that the intestinal tract should be gently but thoroughly evacuated in order that the obstruction offered by the accumulated or hardened masses may be eliminated. For this purpose he prefers calomel in divided doses. It may be necessary at first to make daily use of mild laxatives, which facilitate the training of the bowel and assure proper evacuations during a gradual increase of certain elements in the previous diet or the addition of new substances, but the laxatives should then be decreased and withdrawn as soon as practicable.

Too often we yield to the temptation to prescribe drugs rather than study out and remedy the essential cause of the constipation. The former give quicker results and rebound more evidently to the credit of the doctor's therapeutic acumen, but in resorting solely to their use under such circumstances full duty is not done to the patient. The temporary relief or masking of symptoms by giving medicines, when the cause of the morbid condition may be permanently removed by more painstaking application to the problem, approaches near to charlatanism.

Where a mild action only is necessary, the tablets of rhubarb and soda, of each one and a half grains, made up with oil of peppermint, may be dissolved and given once, twice, or three times a day, especially in those cases which depend upon disturbed intestinal function. Where this is not sufficient, the fluid extract of cascara proves one of the most reliable of the well-tested laxatives, infants requiring from one to four minims thrice daily. Preparations of malt with cascara have been highly lauded by undoubted authorities. The fluid preparations of malt should also be mentioned here with the efficient laxatives. Cod-liver oil, which there are good reasons for classing as a food rather than as a medicine, is peculiarly serviceable in those cases dependent upon poor nutrition, in which the addition of a fat is indicated.

In rather older children, where a more decided action is necessary, other drugs may have to be employed in varying combination to meet definite indications. But it is chiefly where the neglected constipation is of long standing, and where from overdistension the muscles of the lower bowel have lost their tone, that we need for any length of time to call therapeutics to the assistance of dietetics.

The longer and more carefully a physician studies his cases of constipation in infancy, the less he finds that he needs to resort to the use of laxatives for its cure.

For comparatively short periods enemata may be employed with advantage, but they are capable of abuse. For occasional use they may be large, but when used daily the quantity of fluid should be small, the smallest that will stimulate the bowels to contract. Theoretical considerations lead to the conclusion that cold injections excite more extended peristaltic contractions, and a saline solution is less irritating to mucosa of the bowel than plain water. Glycerin, a teaspoonful in a tablespoonful of water, is a stimulant, has a hygroscopic action, and is one of the best measures at our command.

For cases which habitually require assistance, suppositories of gluten or glycerin are preferable, as they avoid the loss of tone which comes from frequent distension of the bowel by enemata; but the profession has been warned against the use for children of glycerin suppositories which are medicated. Where medi-

cated suppositories are necessary, they should be made with cacao butter, and the proportions of the ingredients controlled by the physician's prescription.

Much of the constipation of later life may undoubtedly be traced to irregular action of the bowels and the neglect of the formation of proper habits in infancy and childhood; so that when we look beyond the present and consider the ultimate results of intestinal torpor in years to come, the regulation of this function becomes imperative in every case; but we should endeavor to accomplish this by removing the cause through the employment of simple and rational dietetic and hygienic measures, remembering that the abuse of enemata and purgatives, as pointed out by Earle, will eventually diminish the sensibility of the mucous membrane and produce atony of the muscular coats of the intestine.

## PRACTICAL MEDICAL ASPECTS OF PUBLIC-SCHOOL INSPECTION.

One of the most practical problems of public hygiene, says Dr. Francis Reder, of St. Louis, in the "Medical Record," relates to the mitigation and possible suppression of infectious and contagious disease among children in the public schools. There is absolutely no doubt that schools are a great centre for the distribution of disease. Especially is this true of a large city, where a good portion of the population is crowded together in tenement houses where sunshine

can find but little access, where sewerage is markedly defective, where bacteria find a good breeding-ground, where the air is vitiated, and where the elements essential to good health are more or less contaminated. It is here that we generally look for the nidus of infection, and it is generally from such a locality that the virulent germs are carried by the child to school.

A substantial building, in a location where light and air are plentiful,

is one of the first requisites of school hygiene. Such a building should be well provided with windows and exits. Particular attention should be given to the flooring of such a building. The boards should accurately fit into each other, so that no cracks are perceptible. The floor itself should have as smooth a finish as the wood will permit. This precaution is taken that no dust or matter loaded with micro-organisms may find lodging in any cracks, or adhere to the floor.

The ventilation of a school-room, especially during the winter months, is of great importance. It is only by proper ventilation that the temperature can be controlled. A room either too hot or too cold invites the propagation of disease. A school-room should be well aired two hours before the session begins, by throwing open some of the windows. The extent to which this is done, however, is governed by the condition of the weather. After the close of the school hour the whole room should be exposed to draughts of air and thoroughly swept and dusted. On Saturdays—a non-school day—the whole building should be subjected to a thorough cleansing with soap and hot water.

It is generally accepted that the effects produced on health by inhaling air which has recently been exhaled, and which also contains the emanations of the skin, is dangerous. This is an important sanitary measure that can be well applied to a school-room—a measure that should warn us against overcrowding.

In considering the preservation of the health of the pupils and the means by which they are to be kept

most fit for work, no little importance should be attached to the seat in which a child spends a good deal of its time. Ill consequences may accrue from improper postures. For this reason the seats in a school-room should be so placed that a child will not be compelled to sit in a cramped posture, nor forced to assume a strained position in order to be comfortable. The seat should be of such a height as to permit the feet to rest fully upon the floor.

The successful solving of the problem of hygiene pertaining to a school-room rests greatly with the class of pupils in attendance. A physical education, although it should begin at home, should find its continuance at school. Gymnastics should be made a part of the course of public-school education. Since all teachers cannot be thorough in teaching this branch, and inasmuch as all pupils differ in their physical development and strength, only the lightest forms of gymnastics should be practised, and this preferably in the morning at the beginning of the session. A ten-minute exercise at the utmost is sufficient to dispel any muscular sluggishness. One of the easier studies—spelling or reading—should follow this exercise. After that the deeper studies, such as arithmetic and grammar, should be taken up.

Much of the atmospheric purity of the school-room depends upon the clothes a pupil wears. Clean clothes and clean hands are admirable possessions for a child. The greatest restrictions should be placed upon anything that is not clean. School children have certain habits which



will probably always exist; they should, however, be controlled as much as they possibly can be. The using of each other's handkerchiefs, the wearing of a schoolmate's apparel, the exchange of gum, kissing, and the moistening of lead pencils with lips and tongue, and the like, should be closely watched and, if possible, prevented. Articles in use by the scholar during school-hours that invite bacteriological contamination should be removed, and articles of a less susceptible nature selected; for instance, the use of sponges attached to slates, where the saliva of the pupil will invariably be the most important cleansing agent, should be discontinued. Instead, the pupil should be provided with paper, lead pencil, penholder, and ink. The moistening of a finger for turning a leaf in a book is a habit that almost every child possesses. There is danger in this habit, and it should not be permitted. The backs of books should be covered with a stiff, glossy paper. This covering should be renewed every month. All properties, such as books, paper, pencils, and penholders, belonging to a pupil suffering from any contagious disease, should be immediately removed from the room and subjected to disinfection or be destroyed.

Another objectionable feature we find by looking about in a public school is the drinking-cup, which serves many pupils. The drinking-cup should be discarded and a glass substituted. A glass will admit of a more thorough cleansing.

The great danger to which pupils of a public school are exposed is disease of an infectious or contagious

nature, that may find its way among them and remain undetected until its transmission to other pupils causes it to be discovered. Such a danger can be guarded against by medical inspection. A physician who seeks an appointment to such a position should be required to give substantial and satisfactory proof of his fitness for such work, to be approved by a medical board. Errors in diagnosis of infectious and contagious diseases are only too easily made, and, unlike other errors, they carry with them consequences of the gravest nature. We know, for example, that in measles the most contagious period is during the three or four days preceding, and during the first day of, the eruption. Attempts to prevent the spread of the disease by isolating the patient as soon as the eruption appears rarely succeed. It is here that the ability of the medical inspector is taxed to its utmost, for, little as we know of the cause of measles, we suppose that the medium of contagion is the secretion from the upper air passages, which is scattered in spray by the coughing and sneezing of the child. This, however, is not the case in scarlet fever and smallpox.

A still more difficult problem confronts the inspector in diseases of the throat. Although a diagnosis may be made macroscopically, the microscope aids us in giving convincing evidence (and this is not always positive) of the true nature of the infection that has invaded the throat; therefore it is wise to regard all diseases of the throat at their earliest manifestations with suspicion, and resort to isolation of the patient.

The routine a medical inspector will adopt to carry out his work successfully will do much toward simplifying it. He will select an hour favorable to his work and favorable to the principal of the school. The hours of nine or ten in the morning are preferable. Upon assuming his work he will proceed to examine every child separately as to its physical condition, such examination to include the special tests for vision and hearing. The examinations should be conducted in a room that will afford the best facilities for such work. A thorough record of this should be kept in a book placed at the inspector's disposal for that purpose. The result of these examinations will give the medical officer a good knowledge of the condition of his school.

Particular importance should be attached to abnormal (diseased) conditions of the lungs. A child suffering from tuberculosis should not be permitted to attend a public school.

The relation of the medical inspector to the principal of the school should be such that the inspector's duties may not be misinterpreted. Suggestions pertaining to treatment, or any advice of a medical nature, do not come within the scope of a medical inspector's work—emergency aid excepted. As a health officer, in the capacity of an inspector, it is his duty to examine such pupils as may be brought before him when a suspicion of ill-health in the child has been detected, either by the keen sense of the teacher or the voluntary admission of the pupil. All examinations should be conducted in

the presence of the principal of the school or a representative. After the conclusion of such examination the medical inspector makes his recommendation as to the fitness of the scholar to remain in school, or as to the advisability of having the child sent home—such recommendation to be made to the principal direct.

When it is found necessary to dismiss a pupil from school, a note signed by the medical inspector, stating the reason why this course has been advised, should be given the child for the information of its parents. A record should be kept, embodying everything pertaining to, and giving a clear understanding of, the case. This record should include the name, address, age, sex, objective and subjective symptoms, diagnosis, and remarks. It is advisable that a report of every month's work be submitted to the medical board.

In conducting examinations of the throat, the simplest measures should be adopted. A well-shaped piece of pine wood, to be used as a tongue depressor, and which is also of good service in the more thorough examination of the buccal recesses, answers all purposes. After the examination is concluded, the depressor should be destroyed by being burned. In the more suspicious cases of throat disease, cultures should be taken and subjected to a bacteriological examination by an experienced bacteriologist, or sent to such a laboratory as may be recommended by the health board. The method of obtaining diseased matter from the throat for bacteriological examination must be conducted with

the utmost care. Two medium-sized test tubes answer the purpose well. One tube should contain a swab prepared from a bit of absorbent cotton; the other tube a culture medium. Both tubes should be plugged with cotton. When a specimen is desired, the swab is taken from its tube and is brushed gently over the diseased portion of the throat. It is then transferred to the tube containing the culture medium, and is gently passed over the medium, so that particles of the matter obtained from the throat may adhere to it. The swab is then replaced in its own tube. Both tubes are closed with an absorbent-cotton plug and sent to the bacteriologist for examination, with a note giving date, name and address of the patient, and the reason why the specimen is sent.

In case an infectious or contagious disease has been discovered in a child attending school, the prompt isolation of this child becomes imperative; and not only should this child be isolated, but any other child who may have come in direct contact

with the diseased child should be dismissed from school, and not allowed to return until all danger has passed. Any other members of the family of the diseased child who might be attending school should immediately be dismissed, and only allowed to return at a time that would insure safety.

If a child attending school has been attacked with a severe, virulent type of disease, then all school properties belonging to the child should be burned, and the school-room subjected to the best methods of disinfection at our disposal. After the disinfection the room should be thoroughly scrubbed and aired. It would be advisable that for forty-eight hours this room be allowed to remain unoccupied.

School inspection is an excellent thing when it can be properly carried out. There remains no doubt that the good accruing from a systematic medical inspection would be the strongest recommendation for public schools to be placed under the jurisdiction of a health board.

## ORIGINALITY IN CHILDREN.

The learned in literature tell us that there is nothing now brought forth in this old world that can lay claim to originality, yet the spontaneous expressions of free, unbiassed child-life come to us every day as fresh as those of the childhood of the race, full of the same simple credulity and continual surprise that makes poetry of the commonplace. But we cannot say there is a premium on originality in the nursery

any more than there is on reason. That children will speak out and say whatever comes into their heads is as unwelcome many times as that they will ask the why and wherefore of parental commands. And training them to say the right thing at the right time is as essential to save parental mortification as their submitting to unquestioned authority is to maintaining parental dignity. There is, however, much



snubbing of mental activity in either process.

The habit of putting conventional phrases in the mouth of a child can but check its spontaneous utterances, and the enforcement of implicit obedience saves the child from taking any responsibility for himself. To many a mother, however, the complacency of knowing that her child will not shock certain people is worth more than the hope that he may be entertaining, and the little boy who reminds his mother that she has omitted to say, "Good-morning, it is a fine day," will win a reputation gratifying to lovers of propriety. At the same time there is a charm for lovers of childhood and childish things in the innocent utterances of the untutored baby, even if he calls a guest's attention to his new shoes or gives the startling news that "my little brother was found in a cabbage leaf," or that "our cow has laid a calf."

If we would know the workings of a child's mind, how the world looks to him and what he thinks of it, we must not shut him up with *don'ts*, nor fill his mind with set phrases to ring out upon occasion, nor check free expression by enforcing the old maxim, "Children should be seen and not heard." To get at a baby's impressions while he is becoming familiar with sights and sounds for the first time; to lead him on with questions, not knowing what the answers will be; to help the little mind to open itself in full confidence—these are some of the delights of child study, and expectancy gives to it a zest that is worth some risk.

Probably the earliest signs of originality that I can record in the case of my own children are the first names for things which usually have reference to their use, likeness, or analogy. The scissors are "nips," the hammer is "pound," the knife is "cut-cut"; a two-year-old looks with interest at his bleeding finger and says, "The juice is coming out"; his breath on a cold morning is "fire." A child of three going to bed sees the light through drooping lids and exclaims, "The lamp has whiskers!" Coined words and phrases often come out as the little one experiments with his vocabulary. "I just look-atting dat," he says when caught meddling. He throws his ball "upwise"; a little box-lid sticks fast, and he grabs the scissors, saying, "I'll wide-open it." The straws in the meadow are "grass macaronis," and the twin trees are "mended together."

In their unconscious plays upon words children are wits and punsters. A little fellow between two and three years, speaking as much French as English, is laughed at by his aunt because he cannot pronounce *th*. She says he has a French tongue.

"Auntie has a French tongue, too," responds the urchin.

"Oh, no," says auntie.

"But you speak French," persists the child.

"A little," says the aunt.

"Den you hab a likkle French tongue."

A year later the same little boy has the pouts at breakfast and will not be cheerful in spite of much rallying. Soon afterward he appears in the sitting-room all beaming.

His aunt remarked, "I am glad to see you smiling again."

"Yes, I've got the *smilax* now," he cheerfully responded.

Children all have an age of punning, as they have an age of rhyming. Which comes first we have not noted, but give the following from a three-year-old:

"Does the plumber sell plums?"

"Does Mr. Wetherell put up the fair-weather flag?"

Placing the chairs at table, he sings, "Three *chairs* for the red, white, and blue!"

Much thought and originality is

shown in children's first questions, and they are often unanswerable.

"Where does the dark come from?"

"Where does the cold come from? Does it come down?"

"Is to-day to-morrow, or has it gone past?"

Hearing a historic event narrated at four years, a child asks, "Was I there?" and receiving a negative answer, he continues, "Where was I before I was here?"

This is from a little girl of five: "Where is God twinkling His little stars to-night?" H. O. B.



## BABY'S WARDROBE.

The Sleeves of the Babyhood Reform Suit.  
*To the Editor of BABYHOOD:*

Would not the excellent Babyhood Reform Suit be still further improved if the sleeves of the first garment were short? It seems to me the skirt could be put on still more easily if the sleeves were short instead of long; but there may be objections to this plan that I don't know anything about. If so, will you please state them?

Baltimore.

F.

Doubtless the skirt would be still more easily put on if the sleeves were short, but a very young infant in any ordinary temperature requires more protection to its arms than is given by the sleeves of the outer muslin or linen garment. Its sur-

face is large in proportion to its body mass, and the loss of heat proportionately rapid. For older infants we see no objections to the short sleeve, but it is especially for the very young that the Babyhood Reform Suit is recommended. Even for them the short sleeves may be used and a little shawl thrown over the shoulders if necessary.

Knitted Bath Blanket.

*To the Editor of BABYHOOD:*

Can you oblige a subscriber by giving plain directions for knitting a baby's bath blanket?

Geneva, N. Y.

ECONOMY.

A useful and neat bath blanket

for a baby can be made by knitting in plain rows or garter-stitch. Cast on from one hundred and fifty to two hundred stitches for the length, and make enough rows to give a square blanket. Three to five ounces of heavy, soft wool make a good size, working on long, loose needles, say No. 12. To the edge of the blanket may be added a row of scallops. This blanket is also handy to throw around a baby when passing through the halls or from room to room.



## PICTURE STUDY IN EDUCATION.

The "Outlook" contained recently a suggestive article, by Estelle M. Hurl, on the movement for school-room decoration, which has spread so rapidly over the whole country. The subject readily caught the popular fancy, and the fashion has been carried from city to city, often with very vague ideas as to the ultimate purpose of the work.

The pictures, says the writer, are now in our school-rooms, and we must pause to consider why they are here, and how we can make them valuable. And, first of all, the children's delight in them seems in itself sufficient proof that we have made no mistake in the matter. Pictures fill a place in the school life which has long been void. The curriculum of study has been largely disciplinary in character, intended to train the memory and the reasoning powers and to supply the mind with a stock of information. The imagination has had too little cultivation.

It has been objected to this that the school-room art is only a part of the child's entire environment, and is seen during only a portion of five out of seven days a week. Outside the school-room and out of school hours he sees inferior things which take equal chances with the good, and which may quite overbalance the influence of the latter. A child may sit five hours a day under the beneficent influence of the Parthenon or the Cathedral of Chartres, but if he spend the rest of his time under the shadow of an ugly red-brick factory or a row of dingy tenement houses, how shall he learn to discriminate between them? He may pass his study hours in close proximity to the Olympian Hermes, but if his play hours are in some park or public square "ornamented" by a stiffly posed bronze gentleman in modern frock coat and trousers, how shall he come to know good from bad sculpture? He may study his daily lessons



with the gaze of the Sistine Madonna full upon him, but if the most highly prized art treasure of his own home is Bouguereau's Madonna of the Angels, how shall he choose the one and turn from the other? In art as in morals, the bad not only outweighs the good quantitatively, but often has a singular attractiveness. Obviously, some extraneous impetus must be added to the silent influence of the school-room art, so that it may cope effectively with the opposed influences from the inferior art outside. Some method must be devised to fix the image of the good art permanently upon the child's mind. Some definite effort must be made to kindle enthusiasm for the good, thus strengthening its influence to overbalance the influence of the inferior.

Such considerations as these explain how it was that the movement toward school-room decoration led immediately and necessarily to the introduction of picture study in the schools. The methods of work are still in an experimental stage, for the majority of teachers have had little or no preparation in this line. A common mistake is to treat the subject too mechanically, telling a great deal about a picture without throwing any light on what is in the picture. Here we have a fundamental error arising from a failure to differentiate art from other school studies. Regarding it as another branch of information, a new device for increasing the pupil's stock of ideas, the teacher adds a few more dates to the child's catalogue of battles and discoveries, a few strange names to his list of heroes, and sup-

plies him with some fresh anecdotes. Thus a study whose chief value is for the stimulation of the æsthetic imagination is used only as a new method for training the memory. Picture study is relegated to the realm of hard facts, and nothing is done toward feeding the hungry imagination of childhood. Historical facts undoubtedly have a legitimate place in picture study, but this place is a subordinate one. The artist's biography and the history of his picture are interesting collateral subjects which may help to arouse interest in an art work, but which in no wise affect its artistic qualities. Raised to undue prominence, or substituted for the study of the picture itself, they entirely divert art study from its original high purpose of ministry to the æsthetic nature.

The most natural beginning to make in the study of a picture is to centre attention upon the main *motif* or principal movement in the composition, to seize at once the key which opens the door of the picture as a work of art. This exercise requires varying degrees of imaginative effort, according to the selections made. The pictures most easily understood by the immature mind, as well as by one whose only artistic training has been literary, are figure compositions of a distinctly dramatic or narrative character, illustrative pictures, or pictures which carry the story on the surface. From these it is a long range to pure landscape, whose artistic language cannot be literally translated and whose meaning can merely be suggested. Between these extremes there is a large body of different picture types, por-

traits, ideal figures, figure landscapes, animal groups, etc.

The works of the Old Masters are all figure compositions, and, painted in a period when literature was still inaccessible to the masses, they retain that story-telling character which was the original *raison d'être* of modern art. Biblical and ecclesiastical history, the stories of Christian saints and martyrs, and classic mythology furnish the most common subjects, in addition to manifold embodiments of devotional ideals, such as Madonnas and apotheosized saints. Such pictures make the best possible introduction to art for the inquiring, imaginative mind of the child. There is nothing more sure than a "story" to fix in the memory the beauties of a great art work. Obvi-

ous as these stories may appear to the initiated, the child must be helped to their true reading. Left to himself, he often curiously misinterprets them. A little girl upon whom a lovely Madonna picture had apparently made a deep impression, drew her own inference from the attitude of the Virgin's hand uplifted in rapturous admiration, and anxiously inquired, "Why is the mamma going to spank the baby?"

What has been done with such signal success in the school-room may, on a small scale, be attempted by all parents, however humble their means. Good reproductions of the world's masterpieces are now accessible to all, and a young child will learn to admire the beautiful in art as readily as it will the beautiful in nature.

## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

Sudden Disinclination to Night Sleep; A  
"Bookish" Girl and her Unlettered  
Brother.

To the Editor of BABYHOOD:

(1) Can you tell me why my baby boy of thirteen months has suddenly developed a preference for sleeping in daytime rather than at night? He has always been a most excellent sleeper, but for the last three weeks he has shown a positive aversion to being put to bed at night. He will cry and kick when put down, and, after falling asleep finally, will awake in a little while and then want to play and get out of bed. He gets quite excited if left alone "to cry

it out." In daytime, after his morning bath, he is willing enough to be put into his crib, and will sleep three or four hours in succession. I can't say that he is less well than usual, but such restlessness at night seems unnatural. He has always been a strong and healthy child, has ten teeth, and is firm on his legs. He is a hearty eater. He gets Mellin's Food in the morning after awakening and again after his bath. At noon we give him pure milk and sometimes a very small piece of bread and butter, occasionally a little meat broth or a soft-boiled egg. In the afternoon and before retiring he again gets Mellin's Food.

Do you think we ought to make a change in his diet?

(2) I am greatly interested in your articles on "Educational Methods." We mothers have much to learn in this respect, particularly as children of the same parents differ so greatly, and the methods employed in the case of one child will not work in that of its brother or sister. My little girl of six, for instance, will pick up the newspaper and ask about the war, and can hardly be kept away from her books; while her brother of nearly eight has still considerable difficulty with his primer, although a bright boy in other respects. Sometimes this difference worries me a little. Do you think learning to read so slowly shows backwardness of some kind?

*Des Moines, Iowa.*

M. V.

(1) As the habit is not of long duration, there is every reason to hope that it may be abandoned. A child who has slept well for thirteen months ought, under the same conditions, to continue to sleep well. Very likely the hot weather, with the consequent irritability at night, is the principal cause of the change. Possibly also the child, if too much on his legs, may be over-fatigued and hence more inclined to sleep in daytime. Judicious management will probably work a cure before long. The child is old enough to be made to understand that he is expected to lie still. Do not strike a light in the room; do not get up yourself nor let him leave his crib. By no means countenance his frolic, and, beyond persuasive soothing, do not notice his crying. Darkness, silence, and self-control on your own part are the best regimen. Have you tried sponging off his body before he is put to sleep? We do not think the diet is at fault if, as you say, the child has done so well hitherto.

(2) There is so much difference, even in members of the same family, in quickness of learning to read that no method of teaching is adapted to all children. Some boys and girls never need primers or coaxing, but learn to read at five years old by spelling out blown-glass letters on bottles or words on signs. Others resist all seductions of stories and picture-books, and at twelve read slowly and painfully. The general average at twenty, however, is about the same. Therefore, do not think that your daughter who reads the newspaper at six is on the way to share the fate of Kingsley's turnip; but do give her all the fresh air possible and encourage her to romp and play with children of her own age. Reading will take its proper place as a welcome resource on rainy holidays and Sunday afternoons, when unlettered children make life a burden to their elders. And if your boy at eight is toiling through his primer, have patience and give him short and interesting stories and stimulate his intellect in other directions. "Reading and writing," Dogberry says, "come by nature," and not all children are born students of books. Inventors, naturalists, artists, and men of action and pronounced individuality in many ways would be fewer if all children were alike in this respect.

Harmless Night-Feeding; Effect of the Hammock Motion; Crackers for Young Children; Tendency to Eczema; Causes of Wakefulness; Possible Adenoid Growth.

*To the Editor of BABYHOOD:*

My baby, eight months old, weighs eighteen pounds, has two teeth and the promise of four more shortly, has good color, and



would be about normal except for two things: She does not sleep night or day for more than an hour at a time, the slightest noise awakening her; also, her bowels seem wrong; her movements are about right in consistency and color, but with them is passed a quantity of brownish mucus. She is constipated.

I feed her cow's milk, with lime water and a little sugar, diluted with boiled water to make eight ounces, once in three hours through the day—a little more milk than you advise for a five-months baby. She was nursed until five months old. I still nurse her to sleep in the night, but simply to put her to sleep, as she roused the other children by crying. Her sleeplessness has been marked since the colic period of three months.

Now, please tell me what all this indicates—cold, over-feeding, brain trouble, or what? For two weeks she has had a red rash on her hips, which my physician called a teething rash; it seems very slight, but her bath brings it out dreadfully.

(1) Shall I stop putting her to sleep in the night with the breast? She gets practically nothing, but you cannot rock her to sleep in your arms.

(2) Is rocking her in a hammock for an hour at a time, to get her to sleep, injurious?

(3) Can I safely give her a cracker from time to time?

(4) As she is predisposed to skin troubles (I have eczema), shall I give oatmeal gruel in her milk for constipation? She has as much cream as she can manage.

(5) My four-year-old girl has never known a sick day, but on rising her breath is bad and she talks thickly. I have failed in trying to teach her to cleanse her nostrils; at least the wash does not seem effective. Do you think there is an adenoid growth?

M. K. H.

(1) We do not suppose that the "night-cap" of breast milk does any harm. It is only a question of how long you will be able to continue. There would be nothing wrong in doing it until she was a year old.

(2) A similar answer may be given

to this. We do not believe that the motion of the hammock is harmful. If it were, then the cradle of our ancestors must have done inestimable mischief. The trouble here lies in the habit, as in the evening suckling, and the real question is, How is it to be ultimately abandoned?

(3) All crackers, we think—even the best—are better deferred until molar teeth appear.

(4) The tendency to eczema must be considered in the use of oatmeal. In some persons the tendency does seem to be heightened by the oatmeal, certainly not in all. Experiment will determine the point for you.

As to the general question—why is your baby wakeful?—of course we have no categorical answer. We do not believe that the cause is a grave one, as the general condition is too good. Of the causes you suggest, over-feeding is most likely one.

(5) There is a fair probability of an adenoid, but there may be only an ordinary post-nasal catarrh without a growth.

#### The Causes and Treatment of Fainting Fits.

*To the Editor of BABYHOOD:*

My little boy of six is subject to fainting spells. He is a nervous, emotional child, but is generally in good health. What can be the cause? One doctor has thought the trouble may be due to malaria. What is the best thing to do when a child faints? The attacks do not last longer than a minute or so, and he does not seem to be the worse for them. They are not very frequent, but he does not seem to outgrow them altogether.

G. N.

Partial or complete loss of consciousness is due to some destruction or, more frequently, to some derange-

ment of the working powers of the brain. The brain is, in reality, largely influenced in its workings by the general condition of the body. Much depends, for example, upon the kind and quality of blood sent to it. In childhood more than one-fifth of the blood manufactured in the body and circulated by the heart and blood vessels passes through the brain and is utilized by it. If this amount is gradually diminished, one result is a gradual loss of memory and the power to concentrate thought. If it is suddenly diminished by a spasmodic contraction of the heart, which is the prime forcer of the blood into the brain, there is more or less complete loss of consciousness.

If the blood contains a poison, such as the so-called malarial poison, its circulation through the various portions of the brain of a young child is liable to excite convulsions. Exactly how the poison acts has as yet not been established; neither can we tell how it is that unconsciousness, more or less complete, may be the consequence of violent emotion in children. It is much easier to account for the insensibility that results from the shaking together of the various parts of the brain—*i.e.*, “concussion of the brain” from falls and blows—or for that stupor which follows the breaking of a cerebral blood vessel. In such instances the delicate material which actually originates nervous power is more or less destroyed, and nervous impulses and sensations are retarded.

Fortunately, unconsciousness in children is frequently merely the result of some slight functional derangement, which may be easily

removed; often it is some irritating substance in the intestinal canal or other part of the body, which can be acted upon mechanically or by the aid of medicine. When a child faints the pulse is feeble and commonly the face is deadly pale. Children with functional disturbance of the heart, nervous children, and those afflicted with actual heart disease are most liable to faint. A child in this state should be placed as soon as possible on the back, with his head low. If he be seated in a chair, merely tipping the chair backward will sometimes give relief. Let a clear space of several feet be at once made about him, and give him air by opening a window or by creating a draught with a fan; but do not allow him to become chilled if you can avoid it. Loosen the clothing about the neck, so that breathing is not impeded. Stimulate the nerves of the throat and face to action by sprinkling the face with cold water, and by the vapor of the aromatic spirits of ammonia or smelling salts held to the nostrils. Usually faints, or fainting “fits” as they are sometimes called, rapidly pass over, often so quickly that if a doctor is sent for his services on arriving are no longer needed. Sometimes, however, this is not the case. In addition, therefore, to the measures already indicated, it is well in such instances to give internally, every three or five minutes, a sip of a mixture of aromatic spirits of ammonia and water, one teaspoonful of the spirits to ten of water; or if the ammonia is not at hand a very few drops of an alcoholic stimulant—brandy, whiskey, gin, or wine. For many reasons the ammonia is to be pre-

ferred. Stimulants are to be cautiously used, and caution must also be observed in all efforts to restore the circulation. Chafing the skin of the hands, feet, and forehead, or the application of mustard draughts, may easily be overdone.

We have limited ourselves to a

general consideration of the subject. The slender data given in the inquiry do not warrant more detailed advice, but we assume that the family physician in charge of the case has recommended a regimen tending to strengthen the child in accordance with his particular needs.

## EDUCATIONAL METHODS.

### *Herbert Spencer on Education.*

There are many busy mothers who, even at this late day, are not familiar with Herbert Spencer's ideas on education. Perhaps you will permit me to bring some of this wisdom within their reach.

Let us begin where Herbert Spencer discourages all precocity and says "the forcing system has in a great measure been given up, and precocity is discouraged. People are beginning to see that the requisite to success in life is to be a good animal," and deep wisdom lies in the recommendation "to know how wisely to lose time." He lays great stress upon teaching children to observe; much which is called play or mischief is simply "the process of acquiring a knowledge on which all after-knowledge is based." There is no pursuit in life to which our children may be called where this training of the faculty of observation will not be of infinite value, and should we not from earliest childhood strive to fit our children for the struggle for existence, yearly becoming more intense?

Herbert Spencer dwells long on the necessity that all which children are taught should be agreeable to them, and only as the child's intellect

is ready for any given knowledge will he show pleasure in its acquirement. "Children should be led to draw their own inferences; they should be told as little as possible." We all know the deep impression made upon our minds when we discover a fact ourselves, and the exactly opposite effect when we are told; it is doubly so with children. "Education of some kind should begin from the cradle," and, of course, education does begin thus early whether we intend it or not. The little ones must learn by their senses, by their "fingerings and suckings, and open-mouthed listenings to every sound"; therefore "we should provide for the infant a sufficiency of objects possessing degrees and kinds of resistance, reflecting amounts and qualities of light and of sounds contrasted in loudness, pitch, and timbre." Witness the delight an infant takes in all such things, "in biting toys, feeling his brother's bright jacket buttons—how absorbed in gazing at any gaudily painted object." Our thus assisting the child in his attempts to master the mysteries of color, sound, and touch also adds to the improvement of both temper and health. It is one of the fundamental



requirements in Herbert Spencer's theory of education that children should be told and shown as little as possible, but, instead, guided to find out for themselves, thus following Nature's hints, which we perceive in infants when all their knowledge of hardness, weight, and sounds is self-gained.

Always sympathize in every way with children; encourage that natural tendency in them to run to mamma to tell and show everything, which is often so foolishly suppressed. Nature is trying to teach us simply to systematize this process. "Object lessons are often regarded without pleasure by the child only because too much is told and shown to him, and he is deprived of the pleasure resulting from finding out himself. Object lessons should not be limited to the contents of the house, but should include those of the fields and hedges, the quarry and the seashore."

He does not believe that all children are born good, but rather inclines to the opposite belief, "as a half hour in the nursery may convince the sceptical." Nor is he too sanguine in believing that even a perfect system of education can render the child perfect, for "it is forgotten that the carrying out of any such system presupposes on the part of adults a degree of intelligence, of goodness, of self-control possessed by no one." The great error "is in ascribing all the faults and difficulties to the children and none to the parents." Much of the so-called perversity of children he ascribes to parental misconduct. One of the gravest causes of this perversity is a

lack of sympathy. In the "average of cases the defects of children mirror the defects of their parents," therefore an ideal system is impossible; "parents are not good enough." We can but try to learn where the right lies, so that our own efforts may be toward the right.

In moral as in intellectual education he again desires us to follow the hints which Nature has given; as the child who runs his head against a table suffers pain, and always suffers pain when it occurs, thus learning to be more careful, so in our punishment we should try to make it bear close relation to the fault, allowing it always to follow the wrong-doing, without threat or forgiveness. Thus, if a child makes a litter on the floor with his playthings, the natural result is that he should pick it up; if he refuses, when next he wishes his playthings they should not be given to him, which is but the natural result of his wrong-doing. In this way, the unnatural punishments of scolding and whipping being avoided, much of the friction and unhappiness now experienced between parent and child would be avoided also, as the latter would soon see the justice of this arrangement. In some cases, as in telling a lie, the natural consequence would be the grave displeasure of parents; and here is shown the necessity of sympathy between children and parents, as in just so far as the love of the parent is valued will his displeasure be felt.

Do not expect from a child any great amount of moral goodness. "The popular idea that children are innocent, while it is true in so far as it refers to evil knowledge, is totally

false in so far as it refers to evil impulses. Boys when left to themselves treat each other far more brutally than men do. Be content, therefore, with moderate measures and moderate results; constantly bear in mind the fact that a higher morality, like a higher intelligence, must be reached by a slow growth, and you will then have more patience with those imperfections of nature which your child hourly displays."

"The method of moral education pursued by many, we fear by most, parents is little else than that of venting their anger in the way that first suggests itself. Leave him whenever you can to the discipline of experience, and you will save him from that hot-house virtue which over-regulation produces in yielding natures, or that demoralizing antagonism which it produces in independent ones. Be sparing of commands." Only after all other means have failed should they be resorted to; but when, after due consideration, a command is given, never swerve till it is obeyed. "Bear constantly in mind the truth that the aim of your discipline should be to produce a self-governing being, not to produce a being governed by others."

We can only touch lightly upon the deeply important subject of physical education. Herbert Spencer believes the study of the physical needs of children to be woefully neglected among parents, while those who have the care of lower animals make a careful study of their physical welfare, both in exercise and diet. He thinks children are more often under- than overfed; and, in speaking of exercise, says that "girls as well as boys should be allowed full freedom in play," and that it is a sad mistake to suppress this "divinely-appointed means of physical development." Children should never be so clothed that healthful play must be forbidden on account of spoiling the clothes. It seems difficult to make some parents realize that girls require, if possible, even more than boys, to build up a strong constitution to withstand future strain.

But we must urge those who wish to profit fully by Spencer's ideas to read his most helpful book. Even those tired mothers who have to snatch their leisure moments will find the time spent in reading it amply repaid, for it will help them over some of the rough places in the training of their children. B. N. S.



## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

*Treatment of Whooping-Cough.*

Dr. Arthur H. Bigg says, in the "Physician and Surgeon," that of the non-malignant diseases incident to childhood few are more distressing, either to the subject or to the beholder, than whooping-cough.

The objective symptoms of this disease are too familiar to need describing here; suffice it to say that in severe cases they present during the spasmodic stage a vivid and realistic picture of progressive and apparently inevitable suffocation, than which, if there be a more painful clinical phenomenon to witness, it is unknown to the writer.

After discussing the subject, he arrives at the following conclusions:

1. The associating of excessive mucous discharge with the spasmodic stage of pertussis, taken in connection with the prompt relief of the cough that follows its expulsion, suggests its causal relation to the intense reflex excitation which is characteristic of the paroxysms.

2. Its manner of offending is probably by its irritating contact with the nerve endings in the mucosa. Hence the temporary efficacy of the emetics, ipecac and alum, in causing its forcible ejection from the body.

3. Biniodide of mercury, by its specific liquefying action upon the glandular secretions, exerts an antidotal influence upon the disease, and thus directly lessens reflex excitability. Its potent germicidal property also renders it fully equal to any possible indication in that direction.

4. The use of the biniodide of mer-

cury, as outlined above, is so far from being fraught with harm to the patient that, on the contrary, its wholesome stimulation of the emunctories, and its beneficent action upon the blood itself, render it a direct promoter of somatic nutrition, while the ease with which it can be administered marks it as an ideal remedy for the class of patients who constitute one's clientèle in this disease.

With the pleasing recollection of many distressing cases so modified by the treatment here advocated as to be borne by the little sufferers with comparative comfort, says Dr. Bigg, "I am glad to assume the initiative in recommending it to the favorable notice of those of the profession whom this thesis may reach and who are not satisfied that they already possess the knowledge of a better system."

*Turpentine as a Remedy for Children.*

The "Medical Mirror" says that in seeking for new things we frequently overlook old and true friends. Turpentine is, one of the best remedies in the *Materia Medica*, and it is of special value in the diseases of children. It is a good stimulant, an intestinal antiseptic, an excellent worm-killer and a helper of secretion and excretion. As a preventive of nephritic complications it is excellent in scarlet fever, in doses of from ten to twenty drops, two or four times daily. We all know its value in typhoid fever and other enteric troubles as a reliever of tympanites. It is one of the best anti-hemorrhagic remedies on the list.



## THE MOTHERS' PARLIAMENT.

The Effect of a  
Mother's Diary  
on the Mother  
Herself.

Is it not true that the principal value of recording the sayings and doings of our children lies in the effect such revelations have upon our own nature? Do we not inevitably recall the experiences of our own childhood in observing those of the growing babe? A great many people have been surprised, when they have attempted to put themselves far back into their childhood, to find at what an early age they began to treasure up recollections, and how extremely young they were when they began to feel unlike "the infant new to earth and sky, who does not know that this is I," and to believe that they were entitled to a good deal of consideration. It is a wholesome mental exercise for parents to engage in occasionally, and, in turn, it will enlighten the understanding in regard to many experiences of their children. A mother may get great good from asking herself, How did I feel at three or four years of age? What hold at five had I taken upon the threads which I have gathered into my hand during the past years? It is not always easy to do so. It may be very difficult indeed, but it certainly would be worth while more frequently to look at the events of our children's lives, from their point of view.—X.

Essentials  
in Child-Training. Much is said, in these days of progress in child-management, of "ideal" training, theoretical but not always practical. Not so much do we hear

of educating a child's self-control, of teaching it to bear its little trials manfully, cultivating patience with its playmates, learning to bear disappointments, and forming a basis for a firm, decisive character, so that in after-years he or she may be able to say "No" when occasion presents itself.

Granted that many are born with excessively nervous temperaments, may not such by training be helped in childhood and spared much misery in their future? Let the first thought be as nearly perfect health for our children as possible. Let us provide plenty of fresh air and sunshine, wholesome food, healthful play, and companionable child friends.

We are apt to place too much dependence upon nurses, to the detriment of the child's language, manners, and habits ever afterward. He needs the ever-watchful care of his mother from his earliest infancy. And, in particular, look well to the nervous strength of your girls. Happy they if self-reliant, strong-nerved, and possessing complete self-control. How many of us who, under ordinary circumstances, can well train our children, utterly succumb when our fortitude is subjected to an unusual trial! An extra share of household care may fall upon us in the disappearance of the problematic servant; entire charge of three or four children and the whole burden of domestic care are ours for the time being. We are wholly unequal to the stress brought to bear upon us; unconsciously we become frac-

tious, fault-finding, and disagreeable to every one with whom we come in contact, in our vain endeavor to accomplish our many duties.

Where are our vaunted theories now? How shall we keep the children we thought so well trained out of mischief while we attend to the multitudinous cares which at every moment threaten to overwhelm us? Usually well behaved, our little ones now seem "possessed," and fairly

set us on the verge of distraction. Unless we are mentally and physically strong, we, in the nature of things, collapse. Alas for the strong nerves we should have cultivated before our burden began! The need of teaching our children to be helpful is apparent to us as we realize the importance of cultivating a habit of usefulness as opposed to indolence.

While not depreciating the accom-

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plishments necessary in a young girl's education, a thorough knowledge of housekeeping and a certain amount of its responsibility are invaluable; so, too, is some particular branch of industry or profession by which, should adversity be her portion later, she may be able to gain a livelihood. These, with a large amount of common sense, a habit of observance which will note comparisons and take advantage of all that

is progressive, a strong religious sense of right and wrong, a love of study which will include good reading, seem to me the all-important things to be considered with our girls.

Let us not forget that our children will be the men and women of the future upon whom posterity depends. We cannot too soon begin to "train them in the way they should go."—*K. S. P.*

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## THE CARE OF THE TEETH DURING SICKNESS, AND THE LANCING OF CHILDREN'S GUMS.

In a recent article in the "Therapeutic Gazette" Dr. Joseph Head calls attention to the injury that is constantly being inflicted on teeth by the careless administration of drugs. This arises from the fact that the teeth do not rank as vital organs, and therefore no dentist, however devoted to their preservation, would say that cases might not arise in which they should be sacrificed to the welfare of the general system; but the dentist is frequently brought face to face with the proofs that teeth have been sacrificed when no such necessity existed.

Dr. Head says that in the administration of acid medicines carelessness doubtless prevails, and when precautions are taken, in most cases they are ineffectual. By precautions he alludes to the use of the glass tube, or the mixing of the acids with syrups, glycerin, or other bland fluids. The glass tube is ineffectual because some of the acid invariably creeps around the root of the tongue and rests in the floor of the mouth; and the syrups and glycerin, though seemingly palliative, really only

modify the action of the acids through their viscosity.

The only sure method of obviating danger to the teeth from the use of acids is by means of alkaline washes held in the mouth after the acid has been swallowed, and it should be swallowed as rapidly as possible. This absolutely prevents injury, as the acid is thereby neutralized before it has penetrated the mucous coating of the teeth. A solution of bicarbonate of soda is most efficient.

It is quite frequently the case that teeth have been not only roughened, thus making them accessible to the germs of decay, but riddled with cavities by the administration of acids during transient illness. Decay always starts with an acid dissolution and roughening of the tooth surface, whether this acid comes from fermentation of carbohydrates, colonies of bacteria, natural secretions, or medicine. In fact, tooth structure is so wonderful and beautiful a substance that nothing can start its dissolution excepting mechanical injury or acids.

A dentist who has guarded the

mouth of a child from infancy, prevented crowding, strengthened weak places, and taught habits of care has a right to hope that the child at the age of fifteen will suffer little in the future from its teeth; and when, after a temporary illness, the same child is brought to him with the teeth so injured by medicine as to cause indefinite trouble for the future, he realizes that a great wrong has been committed, and a wrong that could have been easily prevented.

It must also be remembered during sickness that, owing to the fermentation of carbohydrates, colonies of bacteria, and perverted secretions, acids may arise which will be little less effective in destroying tooth structure than medicinal acids. For these reasons, when a patient has any disorder that inflames the mucous membrane, the following precautions should be taken: The mouth should be rinsed with a mild antiseptic wash every four hours. This should be held about the teeth not less than two minutes. When the patient is sufficiently strong to bear the exertion, the teeth should be brushed morning and evening. Evening is the time of greatest danger to the teeth, as the acid mucus during sleep, unless neutralized, will have eight hours of uninterrupted opportunity to attack the enamel. Therefore it would be wise, in addition to the brushing, to rinse the mouth with a teaspoonful of Phillips' milk of magnesia, which will preserve the alkalinity until morning. Should milk of magnesia produce nausea, as sometimes happens, a small piece of lump magnesia soaked in three-per-cent pyrozone will be an

efficient substitute. This can be chewed thoroughly and ejected, when the small particles adhering between the teeth will effectually neutralize the acids of the mouth during sleep.

And now for a word or two on the expediency of lancing the gums of teething children.

When the tooth is ready to erupt it lies in a bony cavity. The crown is fully formed, but the root is unfinished. The lower portion of the root is composed of soft dental pulp that has not yet finished its work of creating the tooth bone that is to give the tooth firm anchorage in the jaw. The alveolar process above the crown melts away by absorption, and the tooth rises up; but when the crown reaches the elastic gum, back pressure at once results, and the tooth is cruelly forced back on the nerve. If the nerve has sufficient vitality, the child suffers no inconvenience and no interference is necessary; but if three or four of these nerves, as frequently happens, receive back pressure at the same time, the irritation becomes manifest. The inhibitory centres are overpowered and the child suffers.

The remedy of course is simple. The gum should be cut down to the tooth, when the pressure will be at once relieved. With molars and canines it should be a cross-cut; with the incisors the incision should be made along the cutting edge of the tooth; but, above all, it must be remembered that the tooth capsule must be entirely cut through or the pressure will continue.

The lower central incisors come about the sixth month; the upper

centrals and upper lateral incisors come at the seventh month, followed rapidly by the lower lateral incisors. The first molars come at the twelfth month, the canines at the eighteenth month, and the last molars come about the end of the second year.

Should the child be well and happy when the teeth are expected, no surgical interference is necessary; but if at this time the child begins to drool, and its bowels become unexplainably deranged, thorough lancing is clearly indicated.



### SOME REMARKS ABOUT CLOTHING.

Almost every one of ordinary intelligence is supposed to be conversant with this subject in its general aspects. According to Dr. Poore, the main objects to be sought in clothing the body are: "1. To maintain the temperature, and, by preventing the loss of animal heat, to diminish to some extent the demands for food. 2. To allow the chief heat-regulating mechanism—*i.e.*, the evaporation from the skin—to proceed with as little hindrance as possible. 3. To allow all muscular acts the greatest possible freedom, and to avoid the compression of the body in so far as may be possible. 4. To protect the body from heat, cold, wind, and rain. 5. To disguise as little as may be natural beauties of the human figure."

Dr. Seneca Egbert, in his excellent "Manual of Hygiene and Sanitation," thus sums up his conclusions as to the common articles of clothing:

The substances from which articles of clothing are usually manufactured are wool, silk, cotton, linen, leather, and furs, although everything that

can possibly be fashioned to suit the needs or fancies of the wearer is or has been utilized for the purpose. Goods of all manner and kind are woven from the first four substances mentioned, either singly or in combination one with another, and felts are made from wool, hair, or fur; these latter being made, not by weaving, but by an interlacing and matting together of the fibres by pressure and rubbing.

In a general sense *wool* is probably the most valuable of clothing materials, in that in a variable climate, or where there are sudden changes of temperature, it is the safest for the wearer to use. While, taking fibre for fibre, it probably does not vary so much from linen or cotton as a heat conductor as is generally believed, it is usually woven in such a way as to entangle large quantities of air in its meshes, thus preventing either sudden cooling or heating; and, besides, it is extremely hygroscopic, taking up water and perspiration very readily and giving them off slowly, thus reducing the cooling



by evaporation to a minimum and regulating the heat-dissipation of the body. All who are at all subject to rheumatism or to such symptoms as are dependent on sudden temperature changes should wear woollen garments next to the skin the year round, varying the thickness and weight, of course, to suit the season; and children and others subject to digestive disturbances will usually be greatly benefited by the constant use of woollen (or, in case that is too heavy, a silken) band around the abdomen.

As it is ordinarily woven, some persons cannot tolerate wool next to the skin on account of its irritating properties. These latter are obviated, however, if the undergarments be made of pure wool woven by methods similar to that introduced by Dr. Jaeger, or of a mixture of wool and cotton. The Jaeger method, by the way, provides for the escape of moisture from the material and for the air permeating freely through its interstices.

*Silk* is a good non-conductor of heat, and is almost as hygroscopic as wool, so that it is good material from which to make warm clothing. Its great natural beauty and the facility with which it takes coloring matter also make it desirable from an æsthetic standpoint, but its great disadvantage is its high cost. For those who cannot wear wool next the skin and to whom the cost is no objection, silk is an excellent material for undergarments.

*Cotton* is probably the most generally used for clothing of all fibres. It is hard and durable, is not as hygroscopic by far as wool, and is,

above all, cheap, so that it furnishes the bulk of the clothing for the masses. If smoothly woven and of a light color, it makes extremely cool garments for warm climates or seasons. On the other hand, if warm clothes are desired the cotton must be woven so as to have large air spaces in the fabric, the air acting as an especially good non-conductor of heat and preventing the lowering of the body temperature. Cotton should not be worn next the skin by those subject to sudden temperature changes, nor during exercise, unless it is changed in the latter case immediately after the exercise, or some additional clothing is added to the body to prevent too rapid evaporation and cooling.

*Linen* is valued for its purity of color when bleached, and for its durability. It is more expensive than cotton, but its hygroscopic and heat-conducting properties are about the same as the latter. It is especially desirable for making clothing for hot climates and for articles of dress that are easily soiled and need frequent cleansing.

*Furs* provide extreme protection against the wind and cold, both on account of the impermeability of the skin and of the large quantity of air entangled in the fur itself.

*Leather* is utilized for foot-coverings, etc., on account of its durability, pliability, and practical imperviousness to moisture, especially when oiled; and in cold countries is also used for body garments, on account of its resistance to the wind and the efficacy with which it keeps the body surrounded with a layer of warm air.

With the possible exception of *rub-*

*ber*, which is especially useful for the protection which it gives from wet and wind and rain, other materials from which clothing is made need not be mentioned here, because of the comparative rarity of their use and their close resemblance to those already mentioned. The value of any material for clothing purposes, however, may be said to depend upon the slowness with which it permits the passage of heat to or from the body and the evaporation of water, the amount of air its meshes contain, its impermeability to the wind, or else its special adaptability to some special purpose.

Passing on to the subject of infant clothing, it need hardly be repeated in BABYHOOD that the primary object of dress is protection. In the preceding generation children wore low-necked and sleeveless dresses, and had the legs uncovered half-way between the knee and the ankle. The chest and extremities were thus insufficiently protected. A reaction has set in. Babies run some risk of being smothered in the fleecy blankets, and worn out with the weight of the heavy skirts imposed upon them. Too heavy clothing is uncomfortable and irritating, and many an hour of fretfulness might be prevented, and many an attack of supposed "colic" might be relieved, by removing some of the heavy clothing or by taking the child in the outdoor air.

The clothing should be warm, light, loose, and evenly distributed, so that the body and limbs may have perfect freedom and yet be well protected. Textures that are loosely woven are warmer than closely woven ones, hence the value of knitted or

crocheted garments in our rapidly changing temperatures. Loose-knit woollen garments are generally considered the most desirable underwear for children of all ages, both in summer and winter, and particularly for children who play actively and become very heated.

In saying that clothing for children should be loose, we must bear in mind that Nature does her work thoroughly, and that, in fashioning Baby, she created a perfect human being. There is no need to supplement her work by putting on a tight band "to give the child a good shape." A band should be worn while the navel is healing, but after that is healed there is no necessity for a baby's wearing the band unless the physician orders it. The ordinary band is uncomfortable and never stays in place, and, besides, may be dangerous on account of its want of elasticity. If, for any reason, the doctor says Baby must have a support, a knit band or a flannel one "cut bias" to insure elasticity, and without hems, wide enough to take in the whole trunk from the armpits to the hips, may be worn.

Another important thing in the clothing of children is that it should be so made that it can be easily put on and off. Dressing is a trying ordeal for a child at best, and we should aim to remove some of the discomfort and make the process as easy as possible. The old way of putting on one garment after another, turning the baby over and over, until the poor child was tired and cross and the operator excited and nervous, has now, happily, given place to better and more enlightened methods.





## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### Is Ignorance Bliss?

*To the Editor of BABYHOOD:*

I am an implicit believer in BABYHOOD, and am indebted to it for many useful hints, but I candidly confess that I am sometimes puzzled and disturbed by the very variety of its suggestions. Before I took your magazine I knew nothing of the value of sterilization and the dangers resulting from impure milk, but, being enlightened by you, I began using nothing but sterilized milk for Baby. When, however, early in summer, she began to droop and to show symptoms of indigestion, it occurred to me that possibly, as suggested by one of your writers in speaking of similar cases, sterilization might be at fault in this instance. I then gave up the exclusive use of milk and began to feed Baby on Mellin's Food; but while this agrees with her, I am again in doubt as to whether I was wise in discarding pure milk, which is after all the natural food of children deprived of their mothers' nourishment. And so on with other things. I want to give my children all the fresh air possible, but authorities differ as to whether it is wise to admit night air into the sleeping room, and, while I keep the window open at night, I am in constant fear of their catching cold or of exposing them to a draught.

We spent the summer in a country place in the mountains, where in most respects

we were well pleased. The sanitary arrangements, however, were not perfect, and knowing how much stress BABYHOOD lays on the importance of this subject, I was never really sure that my husband had done wisely in selecting this particular place, in spite of his assurance that if we looked for ideal sanitary conditions in a country house, we should be compelled to spend the summer in the city.

I do not complain of BABYHOOD, but I sometimes doubt whether, since so many mothers enjoy the ignorance of bliss, it is not folly to be wise.

L. T. U.

We take it to be our duty to give our readers all the information in our power regarding the dangers that beset infancy, and we certainly aim to present our information in such a way as not to alarm mothers needlessly. Nevertheless, we cannot always be sure of the impression produced, which may depend to some extent upon constitutional peculiarities on the part of those to whom we address our remarks. Some may wonder whether it is worth while to try to avoid the many sources of disease, while others accept the guardianship of their children's health with



such great anxiety as to be in continual discomfort. The wise course lies between these two extremes. In any sphere increase of knowledge increases consciousness of dangers, but it should equally augment the power to guard against them. The shipmaster ought to be not less but more comfortable because he has a faithful chart of the dangers of the coast he is approaching, and because he carefully superintends the soundings and the vigilance of the men on watch. It has always been a jest in medical schools that the second-year students were subject to certain ailments, notably heart affections, which they subsequently recovered from. The point of the jest, of course, is that after a year or two of study they became conscious of their own symptoms, but had not yet learned to give them their proper value by wider knowledge. So all that BABYHOOD teaches, for instance, as to the importance of cleanliness in feeding, or as to the dangers in bad hygienic surroundings, should be accepted, not as ground for worry, but simply as showing the need of systematic watchfulness. Ignorance is not bliss in such cases. The danger is not lessened by non-recognition, but it is greatly diminished by a little daily care. Let this care be one of the daily duties, and a few minutes will suffice for all that need be done. Then the mother ought to rest in the consciousness that all within her power has been done. Perfect safety is given to no mortal, but when the best possible has been done to gain security the result should be awaited with cheerfulness. Nervous apprehensiveness can only

do mischief; it removes no dangers; it perplexes and exhausts.

*When Children First Begin to See.*

*To the Editor of BABYHOOD:*

Is it true that a baby cannot see anything when it is born and not for days afterward? When does it learn to distinguish colors? Do not a child's eyes express very early its pleasure or pain? Z.

Vision, according to Preyer, is not in the child's power in his first weeks. He begins by distinguishing masses of light and shade; a small bright spot, when very bright, as a candle-flame, he can separate, after a few days, from the surrounding gloom. Of colors he learns first to know red and yellow; the blue end of the spectrum gives him much more trouble, possibly because blue is more absorbed than the other colors by the blood-vessels of the retina. The involuntary closing of the lid when an object approaches the eye is wholly wanting at first; it is developed by the unpleasant feeling of a sudden change in the field of vision (not as a means of warding off a recognized danger), and its occurrence in the second and third months is a sign of completed power of seeing. Wide-open eyes are a sign of pleasure; discomfort and pain are accompanied by a partial closing of the lids. For the first three weeks the child's evident look of pleasure on being put into the warm bath is due to the open eyes shining from an increased secretion of the tear-glands.

*Spraying and Gargling.*

*To the Editor of BABYHOOD:*

In one of your articles you advised spraying and gargling in cases of catarrh, but I do not remember what particular remedy you recommend for this purpose. Can

you inform me? I am anxious to follow BABYHOOD's rules in every respect.

*Goldsborough, N. C.*

S. T.

A number of mixtures are used for this purpose, and the physician will generally prescribe one in accordance with the particular needs of the case and the changing condition of the patient. There are certain stock preparations found in the drug stores which answer their purpose in ordinary cases. Simple sodium salicylate, 10 to 20 grains to the ounce of water, or carbolic acid, one drachm or less with one pint of lime-water, will also serve. One of the best disinfectants is "Listerine." Diluted with eight or ten parts of water, it makes a good spray. For gargles it should be used less dilute.

**Eruptions in New-Born Children; The First Feeding; The Use of Vaseline before the First Bath; The Value of the Band.**

*To the Editor of BABYHOOD:*

(1) Do you approve of giving new-born infants teas, catnip, etc., for the eruption infants have, commonly called hives? I would like to know the cause.

(2) What, if anything, should be given to a new-born babe till its mother's milk comes?

(3) How soon after birth should it be put to the breast?

(4) Do you approve of rubbing vaseline all over a new-born babe before its first bath?

(5) Should the band be kept on all the time, not being removed during the bath until the navel is healed?

(6) Do you approve of bandaging after labor?  
N.

(1) The question is too vague; infants have a great many eruptions. If you mean the eruption called "red-gum," we can see no use of any tea. If the baby is too warm, correct the error of clothing, and so on. Powder

to the skin is useful. The name "hives" has been applied to several eruptions, but the one commonly called "hives" is urticaria or nettle-rash. It is often somewhat different in appearance in infancy from the adult type. It is not nearly so common in new-born infants as it is later, and we suspect that you really mean this "red-gum." The urticaria depends upon many causes, the commonest being disorders of the digestive tract.

(2) Nothing but water, if the milk comes as early as usual.

(3) As soon as the mother is rested, a few hours after delivery. The breasts contain an imperfectly elaborated milk, called colostrum, which is laxative and otherwise useful to the child.

(4) Yes.

(5) It is not important. The child cannot be submerged very well so long as the navel dressing is on, but the band may be removed for the sponge bath and replaced.

(6) It is a comfort to the mother usually, if not too tight. We think it otherwise unimportant. In some European countries it is practically unknown.

**Catarrh of the Digestive Tract; Failure to Gain in Weight.**

*To the Editor of BABYHOOD:*

I would be glad to have your advice as to the dieting and general treatment of my little boy of five and a half years, who seems to be in poor health, although he has never had any real illness. He was raised on sterilized milk, and I have always been obliged to diet him very carefully, and have had good medical advice on the subject. Until he was eighteen months old he was very fat, rosy, and strong, but since that age his digestion has never been in a perfect condi-

lion. His appetite is very poor and fanciful as a rule, and he has lost his healthy color. He has always spent the summers in the mountains and led an outdoor life. At the age of three and a half years he weighed forty pounds; since then he has not gained an ounce, although he has gained nearly three inches in height each year. This summer we went first to the seashore and then to the mountains, and, perhaps in consequence, his appetite has been much better than usual; but as he does not gain at all in weight and his digestion is out of order, I feel sure that he is not thriving or doing well and needs some special treatment. He is very subject to worms, but I give him medicine for this trouble at least twice every year. He drinks a quart of fresh milk every day, and gets, besides, the usual simple country fare of bread and butter, fresh vegetables, fruit, and meat. I forgot to mention that last summer my little boy had diarrhoea nearly all the time, in spite of the most careful dieting. He did not get well until the fall, and until after he had been put on liquid diet (milk and broth) for a month. This summer he has not had this trouble, but he is weak and very thin and pale.

X.

We note in this case the following points: Rapid growth in height but not in weight, a feeble digestion, and a tendency to diarrhoea.

It seems to us that the child has a catarrh of the digestive tract, which will easily account for all the symptoms as well as the want of increase in weight. Growth in height, if not accompanied by increase of weight, is usually accompanied with debility. Under the circumstances it seems to us that he should have persistent

medical direction from a physician rather than general hygienic directions from us.

#### Condensed Reply.

*Mrs. R. V., Nashville, Tenn.*—A cream-gauge is not the same thing as a lactometer. It is a much simpler instrument, and consists essentially of a glass tube of uniform diameter, closed at one extremity, about ten inches long and one inch wide. Its length is divided into one hundred equal parts, the top line being marked 100 and the bottom line 0. Milk is poured into the instrument until the surface of the fluid corresponds with the 100 mark of the scale. After the milk in the gauge has remained sufficiently long to enable as much cream as possible to rise, the value of the latter is determined by observing the number of the line of the scale which corresponds with the surface of junction of the milk and cream. If the milk contains ten per cent of cream, the topmost lines of the scale (100 to 90) will be covered by cream. You ought to have no difficulty in obtaining such a cream-gauge in your city.

Any good dentist will be able to judge whether the child's teeth need any special attention. For the purposes of general cleanliness the Prophylactic tooth brush and some standard antiseptic may be recommended.





## THE COMMON WAYS OF SPOILING CHILDREN.

In a suggestive paper on "The Discipline of the Home, School, and College," Dr. Hiram Orcutt, of Boston, describes in "Education" some of the more common methods of spoiling children. He subdivides the subject as follows:

First: The *fickle* method. This class of parents are indeed tender-hearted toward their children, and desire to do all in their power for their welfare, but they lack firmness. Their convictions are all right and their views of family government may be in the main correct, but they lack the power to resist the child's importunity. He craves some improper gratification and demands indulgence. The mother, at first, refuses. The child persists because he has learned by experience that *no* in her vocabulary does not mean absolute prohibition. Why did she not teach her darling this important lesson at the beginning and thus save herself this annoyance and the child the ruinous results of her fickleness? After a half hour of teasing, or the shedding of "a flood of tears," or a spasmodic display of affection, the mother yields, and the child exults in his victory. This indulgence does not increase the child's affection for his mother, nor tend to cultivate the habit of gentle obedience, but rather to make the child more selfish and determined in his efforts to gain his object. His evil nature and not his better qualities are developed. If the mother had always said *yes* and *no* with emphasis and adhered to her decisions, the results would have been more satisfactory.

Second: The *impulsive* method. Parents who practise this kind of government are *fitful*. They act toward their children as they feel at the time. In their general mood unbounded indulgence is allowed them. They recognize no faults, inflict no punishments at home and allow none at school. But when in a fit of passion, they chastise their children in an unmerciful manner. The influence of such treatment upon the temper, habits, and life of the children is disastrous. They soon learn that they may enjoy the sunshine, but must endure the storm. They can have no confidence in their parents and can cherish only limited affection for them.

Third: The *scolding* and *threatening* method. Correction and reproof are essential and important in family discipline, but constant fault-finding is hurtful. To ignore the good actions of the child and always censure the bad, tends to discourage and harden. Special pains should be taken to speak encouraging words of approval whenever commendation is due, and reproof should be administered kindly. Punishment, when necessary, is better than threatening, which seldom secures obedience and always disarms authority. And this is not all. Every unexecuted threat gives the child an example of falsehood. He cares nothing about being "shut up in the dark closet," "sent to the cellar," or "skinned alive," which he has heard so often, because he knows that neither the solitary confinement nor the skinning will be likely to follow. He has

learned to control his parents, and how he can gain his object, and he never fails to improve his opportunity. Nor does he hesitate to resort to falsehood, after the example set before him, if the circumstances require it. Threats of a specific punishment should never be made for an anticipated offence, and stratagem should never be employed in family discipline.

Fourth: The *flogging* method. I do not mean to call in question the propriety and necessity of resorting to severe punishment in the government of children in extreme cases, though such cases would seldom, if ever, occur under wise parental discipline. In families as we find them, there are times when literally "to spare the rod" is "to spoil the child." But whipping, as a rule, for every offence, is decidedly objectionable. Under this system the child comes to believe that penalty—like penance—atones for the crime. Thus the fear of punishment is the only motive offered for obedience. Such an idea degrades its subjects in the scale of moral beings.

Fifth: The *persuasive* method. Every mild measure in discipline which tends to induce good behavior is legitimate. The moral power of gentleness, forbearance, kindness, good example, wholesome counsel, and proffered reward are recognized as proper and useful whenever children are loyal and obedient. But when in a state of rebellion, *persuasion* can never be properly employed to restore obedience. Authority, enforced by whatever means necessary, is the only remedy that can restore healthful and cheerful obedience.

Sixth: Nearly allied to the persuasive is the *bribing* method. To reward fidelity is just and proper, when rightly applied, but to purchase good behavior by bribery is wrong in principle and ruinous in practice. In all such traffic, disobedience becomes a currency in the family market to purchase any desirable indulgence. If a slight offence will induce the mother to give a piece of pie or candy to her rebellious child, stubbornness will purchase more, and a fierce, open war still more, to gratify a craving, perverted appetite and weaken the sense of filial obligations. Hence a bribe is a bounty on impudence and insubordination. The child should never gain the desired object by disobedience. The favor bestowed should only reward fidelity and voluntary submission. And it is equally important that merited punishment should promptly follow every wrong act. This principle is in accordance with the divine plan, after which all government should be modelled. The child learns to obey nature's laws by suffering the pain which the violation brings upon him. Pain is penalty, and may be properly inflicted when necessary to secure submission to parental authority.

The school is the expansion of the family, says Dr. Orcutt. Teachers and school officers are the assistants of parents in the important work of educating their children. Hence the training of the school includes the training of the family, and should be conducted on the same principles. As already intimated, parents are the heaven-ordained rulers of the home, and teachers fill their places,



acting under delegated authority. The principle upon which the school and family are governed is the same, and the method of discipline varies only with the circumstances. When the school is placed in charge of the teacher, the parents are no longer in control, but should co-operate and

sustain the teacher in his control and management. All discipline, whether in the home, school, or college, is based upon *authority*, and whether the parent, teacher, or president is the ruler, his authority is or should be in all cases absolute and supreme.



## OCCUPATIONS AND PASTIMES.

### Doubled Joys.

It is a psychological fact that the pleasure of doing a thing is enhanced by recalling the pleasure associated with a previous doing of that thing. Take the case of the child at the seashore.

He had all the pleasure he wished in long hours of playing in the damp sand, where the sea winds blew and the sea gulls flew. Then he came regretfully away from the beautiful playgrounds of nature, his mind teeming with the joys he had left. Give that child similar sand to play with at home and he will revel in it with a delight unknown to the little one who has not had the associations of that distant play and frolic.

If my reasoning is correct, then you may double the pleasure of Baby's home-plays by making them such as were enjoyed elsewhere during the summer with vivid feelings of delight.

Buy a barrel of sand, for instance, and if the little one has made sand hills and forts and gardens during the late months, see the great flash of pleasure which lights his eyes when you bring a quantity for him to play with. If he went to the country and revelled in the sights and sounds of rural surroundings, went with Rover and the boy to drive the cows home, accompanied Sallie to the potato patch, and John to the barn when he fed the horses, walked to the fowl-house to coddle the tiny chicks as they peeped playfully about his feet—give him playthings which more or less recall these things and bring up memories of the farm and its joyous sunny hours, and thus you may easily give him double pleasure in his playing while at home.

Is it worth while? Yes, indeed! I look upon it as a duty—a privilege rather—to study the opportunities for



enriching the children's hours of joy, and do myself delight in making two blades of this kind of grass grow where one grew before.

*Philadelphia.* C. S. WADY.

#### Practical Lessons in Orderliness.

We grown people do not always appreciate the restfulness, the feeling of comfort and satisfaction, our children experience when their surroundings are in perfect order, especially if the orderly arrangement of things is a result of their own tiny effort.

It has been proved over and over again that the months of eye and hand training the children receive in the kindergarten develop in them a love of order—that is to say, they have been so thoroughly trained to exactness in detail, in their hand work, so trained to no crooked lines in their drawings or gift work, etc., that now they wish instinctively to lay hands on every crooked thing about them and set it straight at once. Children who come from homes in which order does not reign as a matter of practice, do not as quickly fall into line as the others, but sooner or later they begin to take interest in “keeping things nice,” an interest which they carry to their homes, unconsciously beginning there a real mission work.

There was a pretty little story published in “Primary Education” not long ago, in which a teacher tells her dream of fairies to the children. The fairies, she dreams, are in the habit of dancing by moonlight in the deserted schoolroom. On one occasion, as the story goes, the children have left the school-room in disorder,

and the fairies hurt their little feet and soiled their delicate wings, and said sorrowfully that they must find some other place for their moonlight frolics, etc. The children in my school were charmed with this story, and called for it daily for many days, and the climax especially appealed to them; for the school-children of the story kept the room in perfect order from that day for the sake of the dear little fairies. Once in the course of the morning, when our papers and material were scattered over the floor, I remarked quietly: “It will be a moonlight night to-night. What if the fairies should want to dance here?” Immediately there was a rush and a scramble to put the room in order, and not for the world would I have checked the burst of enthusiasm with which the children whirled around, with a slam and a bang, as they swept and garnished our tiny quarters, making the place clean enough for dainty fairy feet.

Not that the children were in the least deceived. They knew this was all play, but they happened to like the play. During the entire term it was a matter of reproach if any one piled his books carelessly or left anything lying on the floor. There was no need of my reproof, for the children called each other's attention at once to anything disorderly in the room which might hurt or offend the fairies.

During a stormy season a teacher, wishing to keep the children quietly amused in the house at recess, gave them an empty shelf, which she said they might have for a doll-house, and giving them the doll, told them they might make the furniture.

With colored papers, clay, sticks, pease-work, etc., the children "folded" and "modelled" and arranged and rearranged their treasures. The teacher allowed only their best work to be placed on the shelf. From their play the teacher learned some valuable lessons.

*First:* The children valued only the articles they had made themselves, caring nothing for ready-made furnishings which once or twice came into their possession.

*Second:* Treasures that had cost effort in the making they valued just in proportion to the effort, not according to beauty or fitness.

*Third:* As the orderly arrangement was the result of their own effort, they were distressed by any disarrangement of their work, and would not rest until they had put their doll's house in order.

*Fourth:* They were satisfied with their own arrangement, and did not wish their furniture moved or arranged by their teacher or by any one who had no part in their play.

We often carelessly praise our children's work, partly to please them, but more often, alas! to save ourselves the trouble of close inspection and the mental effort of fair judgment and criticism. The children are quick to note this, and, since so small an effort on their part appar-

ently pleases us, they grow careless and offer for our inspection on the next occasion not even their second-best, but fourth-rate, careless work, which they show us indifferently, if they take the trouble to show us at all; for they feel our indifference a constant check to their best and highest efforts. This careless disregard of the children's work is directly against all efforts to form in them habits of order. Soon careless thought directs careless hands, careless work leads to careless speech, and this to habits of untruthfulness.

The teacher or mother should plan never to accept second-rate work, but insist on the child's best, and that, too, must be presented in an orderly way. For instance, not only the writing should be the child's best, but the paper must be neat. In drawing, teach the children to place their flower, or whatever it is, in the middle of the paper, and make the appearance of the margin seem to them of importance.

These things may seem to us trifling or mere child's play at first glance, until we remember that in helping our children to form habits of faithfulness in that which is least we assure them of a future in which a glorious promise shall be fulfilled.

J. C. P



## BABIES IN JAPAN.

Some particulars concerning the treatment of young mothers in Japan will doubtless be of interest to the readers of *BABYHOOD*.

In the fifth month of pregnancy a feast is given, and the midwife comes and puts a "binder" on the woman just as tightly as she can get it. This is not taken off except for a fresh one. When the babe is born, and for three weeks after, the mother does not sleep reclining, but sits on her feet day and night. On the morning of the birth a bunch of flax is wrapped around her head—an emblem of strength. When the father hears the first cry of the infant, he immediately boils a quart of rice and places little balls of it on the lid of the rice kettle; in these he makes little holes and offers them to the gods; this will cause the child to have dimples.

On the third day Japanese radish leaves which are three years old are boiled, and the mother takes her first bath in this water.

The pleasure of preparing a baby wardrobe is denied a Japanese mother, for up to the seventh day after birth nothing of the kind has been done. The baby has been wrapped in cotton wadding or a cloth, with hands and feet tied down. On this day the baby's head is shaved, a feast given, and its first dress made. On the twelfth day the mother goes to the public bath. On the thirty-third day the babe is taken out for the first time. The midwife spreads one of the baby's napkins over its head (it must be a napkin, else the family

will be punished by the gods) and carries it to the temple. She takes rice and red beans boiled together, and some rice and money tied up. She afterward sows the rice. She places a little round mat on the ground before the temple and leaves the baby there until it cries—the louder the better, for then they know the gods are spanking it. The mat is left at the temple. If the babe be a girl, on the 210th day a feast is given; if a boy, on the 220th day. Small stones are taken from a river and the child made to chew them—this insures good teeth. A year from the time the baby is born—its true birthday—another feast is given. Three big rice-flour cakes are made and the baby spanked with them, and then they are given to the midwife to eat. The first of January is the universal birthday of the Japanese. If a child is born in December, 1898, he will be two years old January 1st, 1899.

Japan has been called the paradise of babies, but unjustly. There is much in the treatment of babies that is objectionable. The little child has no regularity in eating and sleeping and does not know the meaning of obedience. I have seen babies a little over a year eat hard-boiled rice, pickles, beans, and dessert. Ice cream and cake are given a baby before it can hold its head up. The little ones are tied on the backs of other children sometimes only a little larger than themselves, or, if of a better class, on the back of a servant, where they take exercise and naps. The wonder is these little care-takers,



with their wooden shoes, do not fall and injure the baby. Often the little one's eyes are exposed to the blazing sun, the wind and dust. No wonder there is so much eye trouble in the East.

When we would dress our little ones in soft pure white, these little "brownies" are clothed in red and yellow cotton until they are about five months old. From the time they are a year old they look like many-colored butterflies in their pretty flowered dresses and bright sashes.

There are many peculiar ways of cutting the hair. All have their faces shaved from babyhood, as well as the hair, it being left only on the crown, from which they shave a little spot the size of a twenty-five-cent piece. Others have in addition to this a little tuft left on the temples and base of the head, or a fringe about the forehead.

The baby rules the household as with a rod of iron, but, strange to say, when he grows up he becomes very obedient.

N. A. S.

*Akita, Japan.*



## PLAY AS A FACTOR IN SOCIAL AND EDUCATIONAL REFORMS.

It is no exaggeration to say that four out of the first five years, three of the second five years, and two of the third are spent in some form of play. During the first fifteen years of his life, therefore, the average child spends as much time in play as in study and work. This being so, the value of play as an educational factor can scarcely be overestimated. Prof. E. A. Kirkpatrick, of the State Normal School at Fitchburg, Mass., devotes an interesting article in the August number of the "Review of Reviews" to the consideration of this subject. Taking into account the importance of play in animal life and

the physical, mental, social, and moral development that the child gets in this his most intense form of activity, there is good reason for claiming that children's plays do at least as much to bring out their latent capabilities and prepare them for life as their school training.

The value of play for little children, says Prof. Kirkpatrick, was recognized by Froebel in forming the kindergarten and is now appreciated by all intelligent educators. Teachers of gymnastics and systems of physical culture have long admitted that play is valuable as a means of physical culture, and to some extent

have made practical applications of play in physical training. The social development to be gotten from group plays has been seen by a few of the keener students of social phenomena, and it has been asserted by a prominent Frenchman that the power and progress of the Anglo-Saxon race are due as much to their plays as to any other one factor. The value of play for the volitional, intellectual, and moral development of older children and young people has not been so generally appreciated. Yet a few years ago G. E. Johnson, now superintendent of the Andover schools, after a careful study classified four hundred games of educational value according to the powers they were suited to develop, and graded them according to the ages for which they were best adapted. He has since verified their value in the evening play schools that he has conducted.

One does not need to be a very profound student of play to discover that play is not the doing of easy things, as some have supposed. The amount of energy put into hunting, fishing, skating, bicycling, ball-playing, solving puzzles, and playing checkers, chess, etc., proves to the most casual observer that play is not always easy. Closer observers readily discover the truth that the charm of many plays depends upon their difficulty. It is true that play is one of the best means of rest and recreation, as is now quite generally recognized; not, however, because it is easy, but because one becomes absorbed in forms of activity different from those called forth in his daily work and often those fundamental in race development. Renovation and

equilibrium of the whole system are thus brought about much more perfectly than by merely stopping work in order to rest or by doing something that requires little effort and attention. Recent careful studies of the biographies of noted men have shown that in most cases they were leaders in play in boyhood and that many of them kept the play instinct all their lives. Men who have great capacity for play usually have great capacity for work.

The characteristic of play is not ease, but the feeling of power in doing things more or less difficult without constraint and compulsion. The instant that one feels that a thing must be done it is no longer play, but work. Too many rules constraining one to do a thing in a certain way have something of the same effect as compulsion. In play the activity or the end, if there is one, must be freely chosen and enjoyed for itself. If there is any outside reward or punishment attached, the pleasure and advantage of play activity at once disappear. The professional ball-player is, therefore, not really a player, but a worker. Play is also heightened when it calls forth the fundamental forms of activity of the human race in constructing, overcoming difficulties, attacking, defending, and co-operating that have occupied mankind for ages.

In this age of machinery and books, of specialization and crowding together in large cities, each man engages in only a few of the fundamental activities of the race and has little or no contact with nature. Hence play is the best preventive of abnormal development under these



conditions. Even adults who have had the advantage of the wider activity of country life during childhood and youth need it, while to those who have not had such advantages it is indispensable.

Progressive teachers have not been slow in recognizing the importance of play as an educational agency. At the State Normal School, Fitchburg, Mass., which is a new school, unhampered by traditions, and furnished with a number of model and practice schools, arrangements are made not only for observing children in the school-rooms and afterward teaching the same children, but also for observing and joining in their plays. The plan was introduced as an experiment the latter part of last year, and its success warrants its continuance.

The members of the classes in psychology and child study, after some discussion of the value of play, were assigned, as a part of their work in that subject, the task—if task it may be called—of leading a group of model-school children in play for an hour every alternate week. They were arranged in groups of two or three normal students and twice as many model-school children, and the play is out of doors when the weather permits. So far it has been tried only in first, second, and third grades. The students join in the games, many of which the children choose, and are directed to enter into the spirit of the game and help to make it successful and enjoyable. Afterward they are requested to reflect upon the experiment and report in writing the games played, what led to their choice by the children, what educational value

they seemed to have, and upon any facts of interest that they observed in regard to their group of children or individuals of the group. At the close of the year the normal students were asked to state what they had learned from their experience with the children. The following quotations are typical of the answers given:

The play period has brought to my mind many characteristics of children which I had unconsciously forgotten. The children treated me as a companion, and I seemed to forget for a while that I was not one of them. I could see in the only true way how to sympathize with them and enter into their feelings. I could see much of their home training from incidental confidences from them which I might never have learned in the school-room.

One thus sums up all the truths she has learned:

1. Children need direction in their games.
2. They should be allowed to choose their own games as far as is practicable. We should see that the child has a store of good games from which to choose.
3. Children like active games. They do not easily tire of the same game.
4. There is generally a leader.
5. Children like to play on the grass.
6. They are fond of nature.
7. Some who are the most restless and apparently inattentive in school are often the most interested in nature.
8. They care more for the flowers than for the birds.
9. Children learn a great deal by imitation.
10. It takes very little to please a child.
11. Children like sympathy.
12. When a child hurts himself, one of the best ways in which to help him is to draw his attention from the pain.
13. Children like to have their rights recognized.
14. Some children need their individuality cultivated.



15. Children can be easily managed through public sentiment, if only the spirit of public sentiment is encouraged.

The possibilities of social and educational reform through play are broad and far-reaching, but the greatest care needs to be exercised that in utilizing this most potent instinct we do not prevent or thwart it. On the one hand, we must always remember that play is not merely the doing of easy things, and on the other hand, that in its very nature it is free activity. Places and materials for play should be furnished, but no attempt should be made by over-persuasion, commands, rewards, or punishments, outside of the games themselves, to compel children to engage in any game deemed profitable by older people. The personal power of the director of the play may be continu-

ally used in exciting interest and directing public sentiment, but all directing of play activity must be by means of forces and laws recognized within the play kingdom. The introduction of any outside force excites rebellion or changes a lively original genius into a mechanical automaton or a dull imitator.

Social and educational reformers no doubt have much yet to learn not only about play, but in regard to characteristics manifested by children in play that are of the most vital significance to their sciences. But we already know enough about the subject to urge all intending teachers to study children in their plays, and all towns and cities to provide places and apparatus for play by the children and competent attendants in charge to supervise and direct the plays.

## NURSERY HELPS AND NOVELTIES.

### A Home-Made Bath-Tub.

A correspondent of the New York "Nation" writes to that paper from Stonington, Conn., as follows:

Years ago there was a worthy lady among us who did much good and useful work through the news press of her day, heedless of the scoffing Philistines who sought, among other stupid and short-sighted methods of their kind, to cast ridicule on her reformatory efforts by mispronouncing her good Teutonic name of *Swiss-helm* as *Swizzle'em*.

One of Mrs. *Swisshelm's* press letters gave detailed instruction to those of her own sex whose only appliances for lavatory processes, out-

side of water and towel, were restricted to a basin, but who were nevertheless as appreciative of that condition which ranks next to godliness, and, though unversed in methods, as anxious to experience it in their own persons, as their luckier sisters whose bath-room facilities were of the amplest and most expensive sorts. The good lady being very minute in her instructions as to the best way, with very limited material, in which to apply the purifying element to the whole body, a fine opportunity was afforded for the wit which finds its more congenial field in salacious ruts than in lustral operations; but doubtless there were

thousands of poor, hard-working women who blessed the writer and her medium of communication for putting them in the way of enjoying, in privacy, full baths at as little cost as that of washing their hands and face.

What has brought to my recollection Mrs. Swisshelm's good letter in the cause of cleanliness, and its accompaniments of comfort and health, is that there have just been placed in my hands some copies of a printed sheet, headed "Cheap Baths," which its author has arranged to have distributed gratis, on application to the office of the Newport (R. I.) "Mercury," and which shows how Mrs. Swisshelm's minimum appliances can, at a cost of fifty cents, be extended to a sufficient substitute for the hat-bath which is every morning, or oftener, brought into one's bedroom or dressing-room for the exclusive use of each sleeper, in the finest country houses in England, and is filled to the required height with water for the use of the bather. This is done on the theory that a bath-tub confined to one person and used in one's own room (though it lacks what we are apt to consider the crowning advantage of providing for complete immersion) is preferred by most people on the other side to waiting one's turn with others—sometimes at a considerable dis-

tance from one's room—for the long, fixed tub of our bath-rooms. That this preference is not confined to transatlantic people is proved by the fact that one of the most recently built and one of the finest and costliest marine villas in Newport does not possess a single bath-room.

The author of "Cheap Baths" has long been a recognized authority in both hemispheres on questions of the planning, construction, aeration, sunning, ventilating, and sanitation generally of congested urban districts; and the fact that he judges a home-made imitation at nominal cost of the housefurnisher's metallic or India-rubber hat-bath worthy his serious consideration, as in line with his prolonged, public-spirited efforts toward better housing and living, and that he has been at pains to give an elaborate description of and prescription for his invention, should, it seems to me, commend his sheet to reproduction or quotation and to a good send-off at the hands of the press.

It seems to me that this invention appeals with peculiar force to the readers of *BABYHOOD*, as it can doubtless be adapted to the needs of mothers in bathing their children, and I therefore hope that you will make room for this letter in your department of "Nursery Helps and Novelties."

X.





## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

*The Absorption versus the Digestion of Milk.*

At the annual meeting of the American Medical Association, held at Denver, Dr. L. Duncan Bulkley, of New York, read a paper presenting his theory in regard to what he terms the physiology of milk absorption, under proper circumstances, as opposed to the commonly accepted theory that milk must undergo digestion before it is assimilated in the system.

Stripped of its technicalities, the problem is how to introduce the milk in such a manner that there will be no stomach activity and no secretion of gastric juice. Plainly, says Dr. Bulkley, it must be given quite apart from all solid food, or any substance or condition which could excite gastric secretion. Even the least amount of acidity from a preceding meal would coagulate some of the milk and so start on the whole process of caseation and digestion.

The idea, then, is to introduce the milk, pure and alone, and at the body temperature, just after what Dr. Bulkley calls the alkaline tide has set in, or during its continuance, and to avoid food or any substance which could call forth gastric secretion until after its absorption has been fully accomplished. Undoubtedly there may be an occasional decided aversion to milk, or such an idiosyncrasy in the patient that this plan does not succeed. But almost invariably it has been found that the want of success was due to some failure in carrying out the plan proposed.

In many instances Dr. Bulkley

found that patients had taken with the milk a small amount of food, as a cracker, following the advice of a former physician or that of friends. Again, some put an egg in the milk, or added whiskey or brandy, and in many ways he had the correct operation of the plan interfered with. It repeatedly happens, he says, that the milk is taken too soon after a meal, or perhaps, even when a long enough interval of time has elapsed, it has happened that, owing to a sluggish digestion, it has come upon the products of a former meal, and not during the alkaline tide. Thus, patients will often take milk at half-past ten or eleven in the morning or at three or four in the afternoon, because at that time they had felt a faint and "gone feeling," and mistook the uncomfortable sensation of delayed digestion for hunger. It will, therefore, often be very difficult to be sure that the stomach has reached the alkaline condition when only the milk can be taken with advantage. His rule is not to have it taken longer than an hour before the coming meal, but under proper conditions it may sometimes be taken even up to thirty minutes before eating, although this is rarely the case.

Occasionally, if the digestion is sluggish, it is necessary to administer pepsin or other digestives very freely and repeatedly, to secure an empty stomach early enough; and at times when there is any doubt, Dr. Bulkley has ordered one or more doses of bicarbonate of soda half an hour or so before taking the milk.



The temperature of the milk is also an element of importance. If taken iced cold the perfect action of the plan is frequently interfered with; the effort to warm the milk in the stomach, which is necessary before absorption, will often seem to give occasion for an attempt at stomach digestion, and a sensation of pressure and discomfort will follow which is far different from the agreeable sensations accompanying its proper use. Dr. Bulkley's directions, therefore,

are that the milk shall be made of the body temperature, by heating it carefully in hot water, if possible; if boiled so as to produce the slightest scum on the surface, and this is taken, it acts prejudicially by exciting gastric action, and the aim of the process is defeated. It is often desirable to warm the milk by the addition of hot water, as absorption, in the opinion of Dr. Bulkley, is even more readily effected thus than when the milk is too rich and thick.

## THE MOTHERS' PARLIAMENT.

Public Measures  
Against the  
Adulteration of  
Candy.

I have read your article in the September number on "How to Detect Poisonous Candy," and do not question at all that the means which you have set forth there for detecting such candy are quite correct, as well as interesting; but I have such a high opinion of *BABYHOOD* and its lofty aim in wishing to set only accurate information before its readers, that I cannot help sending you a line, asking you if you do not think that the article might give the impression to your readers that there was a great deal of impure candy about.

It is a fact well known to those in the business that there is almost no poisonous candy to be found. All the large and reputable manufacturers are banded together in an association which has, at great trouble and expense, succeeded in having passed in thirty-three States of the Union pure-candy laws, under which any one now making poisonous candy can be at once brought to

justice. A suitable reward is offered for such conviction, and the association aims to have the laws in all the States as fast as they can be obtained from the legislatures.

The well-known brands of candy are made in great factories with all the latest improved machinery, the highest skilled labor, and the finest ingredients, and managed by men of standing and integrity, who would no more lend themselves to using impure or poisonous ingredients than would one of our leading physicians knowingly order impure milk for a sick child.

Of course, there are inferior qualities in candy the same as in other articles, but it is only just to say that the candy manufacturers of the United States have been for years doing everything in their power to keep their articles free from any poisonous substances, and the result of much labor and expense is that the percentage actually harmfully adulterated is exceedingly small, and any family, by confining themselves

to the well-known brands, may feel absolutely safe that they are getting only that which is at least perfectly pure, and fit for them or their children to eat.—*J. P. Reynolds, Jr., Vice-President The Walter M. Lowney Co.*

I wish to say to the readers of *BABYHOOD* how much I am pleased with the "Mother's Diary," containing some of the lovely pictures which have appeared on your cover. After

The Mother's  
Diary.

having bought two costly books intended for the same purpose, and found them unsatisfactory, I have at last a diary which answers its purpose and I am sure will prove of great value to me in future years. The "Mother's Diary" ("Babyhood Journal") will satisfy the most accurate scientific observer, and is at the same time so simple that the busiest mother can use it. I believe that every mother should keep a diary of her baby's sayings and doings. She will

## What a Sample Did!

We will always be indebted to you for just one sample bottle of Mellin's Food as it alone saved the life of our oldest child when he was 5 weeks old. Our youngest has never had a sick day, as we gave him Mellin's Food the first time we gave him the bottle when he was about one week old. I will gladly give any mother, who will send me a self-addressed and stamped envelope, my experience with, and the result of the use of Mellin's Food. Mrs. John H. Robinson, Venus, Ark.

## Mellin's Food

is adapted to the youngest infant because it is entirely soluble, it contains the proper elements of nutrition, it contains a sufficient amount of nourishment; but the principal reason is, that Mellin's Food with fresh milk makes a food that is almost identical with mother's milk. The value of Mellin's Food is shown by the testimonials of mothers who have used it.

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certainly find herself fully repaid for the small outlay and the slight trouble involved. However interested we may be in everything that concerns our children, our memory alone does not treasure the first words from Baby's lips that so charmed us when they were uttered, and the cute sayings later on are forgotten as time slips by. We all shall keenly enjoy reading in after-years the written record of Baby's develop-

ment, and who knows of what inestimable value the account of an illness, of some physical or mental trait, may prove in later years when we are confronted with conditions which perhaps sprang from incidents that, but for their preservation in the diary, would have been forgotten? And the mere pleasure of recalling the happy days of young motherhood is alone inestimable.—S. A., *Indianapolis, Ind.*

## “No Comparison” truly!

MESSRS. ALLEN & HANBURY, Ltd.,  
82 Warren Street, New York City.

PROVINCETOWN, MASS.,  
August 30th, 1899.

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The five tins of No. 3 Food came safely, and I want to thank you for your promptness.

You ask me if the Food agrees with my baby. It does perfectly. I have three children and I have given a great deal of thought and care to the food question, and before I tried your Food I thought there was nothing so good as the cream mixture, but I have rejected that with this baby, after a four months' trial, in favor of your Malted Food, which I find gives more uniform results. I do not think there is any comparison between your Foods and the other artificial foods. There is a baby here whose mother is weaning it, giving it only one bottle a day since she came, five weeks ago. She has tried raw milk, sterilized milk and the cream mixture, but the child was fretful, wakeful and entirely upset. Two weeks ago I gave her a box of your Food, and it has agreed with the baby perfectly and the gain is perceptible, although it has had but the one bottle a day. When she returns to town she will put him on it altogether.

Yours very truly,

MRS. A. B. L. BLAKE.

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# Babyhood.

*Devoted exclusively to the care of infants and young children and the general interests of the nursery.*

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## THE CHILD'S NERVOUS SYSTEM.

BY EDWARD VON ADELUNG, M.D.,

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If there is one feature that differentiates the child from the adult, it is the character of its nervous system—a difference which is due, I think, not so much to new faculties acquired in later years as to the wonderfully greater delicacy or sensitiveness to stimulation that is so marked in the earlier years of life. Neither in the functions of the circulatory system, the secretory system, the muscular system, or even of the digestive system, can one discover such a great difference between adult-life and child-life as is found in the functions of the nervous system. Indeed, it is only necessary to mention the points of contrast in order to have this fact readily perceived. A conception of this view of childhood is essential to a successful study of the little ones, and is a valuable aid to the training and education of the young.

Possibly the most obvious thing about a child is its restlessness, its incessant activity. Father may wish to read his paper, or mother may be anxious to complete her sewing, but

the little fellow breaks in upon them with his ever-varying prattle, his new and persistent questions, his humming, whistling, singing, pounding, or romping. So natural is it to have the little fellow noisy and troublesome that should he by some mysterious power become subdued for a few minutes at a time, the silence is alarming, and mother runs to see where her boy can be and what could have happened to him. This restless activity, as an index of the great sensitiveness of the centres in the child's nervous system, is the key to the various characteristics that I shall mention. It displays itself not alone during waking hours, but also during sleep. Grinding of the teeth, muscular twitchings, restless changes of position in bed, and other signs commonly observed, all indicate the same condition of nervous excitability.

The digestive tract is notorious for the ease with which it is upset, and also for the facility with which it upsets all the rest of the child. An intestinal irritant, such as food diffi-

cult of digestion, fermentation gases, or toxins, excite the sensitive nerve endings in the mucous lining of the bowels, and thus set up diarrhœa, colic, vomit, and violent convulsions. How different are the results from the same cause in the adult! Adults do not vomit from such slight causes, and never suffer a convulsion as a consequence of indigestion. A colic, or diarrhœa, or a "bilious attack," is all that is expected as punishment for dietetic errors by adults; whereas a bit of orange peel not only upsets the entire digestive tract of the child, but often throws the whole muscular system into violent convulsions, occasionally resulting in death itself. The notorious sensitiveness of the child's digestive tract is really, then, a sensitiveness of the nervous apparatus of that tract. And it is worthy of notice that the physician, in treating such disturbances, not only aims to remove the cause of the trouble, but, in order to relieve the symptoms, administers nerve sedatives.

Vertigo, or dizziness, headache, fainting spells, and other such symptoms of nervous disturbance, although certainly common among adults, are much more frequent during the early years of life, and are induced in children by slighter causes. For instance, the heat of summer causes headache in many adults, but this effect is much more common among children; and I have found the same to be even more true of vertigo. Similarly, it is well known that children faint much more readily than do adults, either as the result of heat, shock, or hemorrhage.

Again, diseases that are marked by overaction of the muscles, such as

St. Vitus dance, are prone to affect children; and habits of nervous origin, such as thumb-sucking, biting of the nails, jerking of the head, shoulders, etc., are common among children, while they are absent or rare among adults.

When we pass to a consideration of the mental characteristics of childhood we again find marked differences between early life and adult life. And we can again say that they can all be summed up as a marked sensitiveness of the nervous system.

An active imagination is one of the greatest delights of childhood. It is the soil in which fairy tales grow into realities. In some children this faculty is so sharp that they recognize no difference between the real and the fictitious. The most elaborate inventions of the fiction-weaver, stories replete with beautiful suggestions and loaded with unreal joy, or, perhaps, clouded by the most atrocious cruelties, seem as real to such children as do their ordinary everyday experiences. Nor is this acute imaginative faculty merely receptive. On the contrary, it is prone to be equally creative. So that the child will astound his parents by the recital of imaginary events which are so cleverly elaborated as to completely deceive. This habit of romancing is very common during childhood, and is one of the charming attractions of children.

The acuteness of the imagination, though it engenders much pleasure, is, on the other hand, fraught with disadvantages. Fear, even terror, are outgrowths of it. A child's imagination can be so worked upon

by ghost stories that it becomes an impossibility to force him to go into a dark room alone. An aversion to certain persons, things, or places, sometimes for unaccountable reasons, is a most common observation. The child's mind is so receptive that an action, appearance, or word carries to it a meaning which completely escapes the adult mind. Such impressions are exaggerated by the imagination until they generate a fear which masters the child. Memory is peculiarly acute during childhood. This is exemplified by the frequent experience of parents when, in repeating tales, the inadvertent omission of an event or the miscalling of a name is immediately met by a correction from the little one, to whom every detail has become as real as his actual experiences. The memorizing of songs, rhymes, etc., is easy for children. They often memorize at surprisingly early ages and with remarkable rapidity. As a rule, however, these memories are short-lived.

A most evident characteristic of childhood is its nicely adjusted emotional nature. The sympathies of childhood are readily enlisted. Children laugh and cry for slight causes, and easily change from one to the other. Their anger, also, is easily aroused, and their tempers are frequently violent and uncontrolled. The receptibility of the child-mind is expressed not only by the vividness of imagination, the excitability of the emotions, and the acuteness of memory, but also by that quality, so marked in early years, that may be defined as suggestibility. Teaching by example rather than by

precept, or by object lessons, and all methods of giving school work the guise of play, depend upon the susceptibility of the child's mind to suggestion. And it is because this susceptibility is great among children that these methods succeed.

But do all these speculations lead one to anything practical? Can we write down something that is available for immediate fruitful service? As I said before, I think that these thoughts form the basis of child-study and child-development. Let us touch upon a few applications by way of illustration.

What, for instance, can one deduce as to the proper diet for children? I answer that, since the normal condition of children is one of excitement and stimulation, their diet should be non-stimulating. The custom of giving children tea and coffee, for instance, is certainly objectionable. So with regard to other foods of marked stimulating qualities.

What can we deduce in regard to habits of living? I answer that the child needs physical freedom to give vent to its natural exuberance and pent-up nervous force. The child needs no exciting pleasures. The theatrical tragedy and other pastimes of an exciting character are objectionable. Children provide all needed excitement themselves; it is in their own bodies in abundance and needs no supply from outside sources.

What can we deduce as regards ghost stories, harrowing tales, and immoral reading matter? I answer that the acute imagination of young children so readily transforms fiction into reality that it is just as bad to



read or tell them of horrors, cruelties, or immorality as it would be to take them where such things could be seen in actual life.

And, lastly, what can we deduce as regards our own actions? I answer that the child's mind is so open to suggestion that every move we make, every word we speak, even every expression on our faces, is apt soon to find its duplicate or its reflection in the children about us.

What success awaits a preacher who does not live up to his precepts? What immoral parent can instill morality in his offspring? What ignorant teacher can develop intelligence in his pupil? It is hardly a question whether example is not a more powerful educator than precept.

The prevention of nervousness, in some of its aspects, as relating to children, will be considered in a subsequent paper.



## SHOULD CHILDREN BE SENT OUT IN ALL KINDS OF WEATHER?

Nothing causes a young mother more doubt than the question whether her child ought to be sent out on days when the weather is uncertain, the desire to give the child the benefit of fresh air being counteracted by the fear that it may "catch cold." For the benefit of several subscribers who have addressed us on the subject, we shall make a few general remarks.

In the first place, we do not believe in taking out children in all kinds of weather, regardless of consequences, which is a part of the senseless "hardening" theory. The safe rule is, we think, this: Children ought to be regularly sent out, except when there is rain, or when, by reason of great cold and very high wind, they cannot be kept comfortable. On

such days we believe in the value of a promenade, the child dressed as for an out-door walk, in a room which has been thoroughly opened to the air. In this way it can get something of a change without exposure. But there are some children who do not seem to do well if allowed to go out of doors on any but the "bright and airless" days. This is particularly noticeable in cities when the streets are loaded with mud or slush; and we think evil effects are more noticeable in children who are old enough to walk than in infants. This may be attributed to the inactivity of the children who walk slowly along on the sidewalks or are obliged to stand at street corners while a conversation is carried on by those in charge. The children whose animal spirits

lead them into continuous romping out of doors suffer less. Be the cause what it may, some children, as we have said, do not well endure their daily walk, and are in less frequent need of medical advice when kept in on all but very fine days. Going out seems to keep them supplied with "colds" and other little ailments. But before the attempt to take the child out is given up, one should make sure that the attendant inconveniences are unavoidable. If there were not so frequent an assumption to the contrary, it would be unnecessary to say that there is no deleterious element in out-door air that is not in in-door air; our in-door supply must come from without, and we certainly do not purify it in our dwellings. What we do avoid in-doors is a too low temperature, and the violent force of winds, and, to some extent, the all-pervading dust.

Very young children, when taken out, should, if possible, be carried; this gives them the warmth of the arms of the person carrying them. But one must see to it that the little one is well protected *everywhere*, not only about the head and trunk, but about the legs. Many a child we meet whose legs protrude helplessly from its finery. If the child is in long clothes, let them be not too fine to be doubled up or folded around the legs. They are for warmth, not for decorative art. If it has reached the age for short clothes and is to be carried, we prefer to knitted leggings, with the shoes protruding, a petticoat of short flannel or blanket sewed up at the bottom like the sleeping-bag of camp-life. This keeps the feet warm, while allowing the legs freedom of motion.

The prevention of colds will be discussed on a future occasion.

## TEETHING.

### I.

We remember having heard a well-known lecturer on children's diseases, no longer living, remark that from the domestic point of view the causes of most disorders of children were very simple: they were first the teeth, and, when the teeth were all cut, worms. He thus humorously and with but slight exaggeration described an actual state of affairs. The tenacity with which the belief in the potency of one or both of these causes is held is really remarkable, and a physician will rarely pass a day in which it is not in some form or other brought to his attention. We were once called upon

to cut a gum to avert a disaster supposed to be impending, when we found, on examination, that the child was already, and had apparently for some time been, possessed of his complete set of teeth. The disturbance was real, but the supposed cause imaginary.

The interest felt in the process of teething seems to be almost exclusively during the coming of the first set; few others pay any attention to the second.

#### Structure and Development of the Teeth.

First a word concerning the structure of a tooth. The bulk of the tooth is made up of the ivory, or

dentine, within which is a cavity having the same general shape as the tooth. This cavity is called the pulp cavity, and contains a soft substance which is full of blood vessels and little nerves, and is, as most of us know by experience, exquisitely sensitive, at least when diseased. That part of the ivory which forms the roots or fangs of the tooth is covered by a bony layer called the cement. The part of the tooth protruding from the gum is called the crown, and is covered by a layer of very hard substance called enamel. This is the layer the appearance of which we are most familiar with, as it alone is visible in the entirely healthy tooth. The enamel is thick on the tops of the teeth, and becomes gradually thinner as the gum is approached. This general structure is essentially the same for all teeth.

The formation of the teeth is, of course, a gradual process. At birth some of the first set, or "milk-teeth," are well advanced toward their complete condition, some less so. The permanent teeth have also begun to form. When the enamel is hard enough to stand the wear and tear of use, and the ivory is firm enough to give it support, the tooth is pushed forward toward the surface of the gum, mainly by the growth of the root from below. Popularly, the term "teething" is applied only to the visible progress of the teeth through the gums.

#### The Temporary or "Milk" Teeth.

The temporary teeth are twenty in number, five pairs in either jaw. They are, in order, counting backward from the centre of the jaw, the

central incisors, the lateral incisors, the canine teeth, and the first and second molars. The incisors are commonly called the "front teeth"; the canines, especially in the upper jaw, are called the "eye teeth," probably from their situation beneath the eye, and those of the lower jaw are often called the "stomach teeth," presumably from a supposed greater amount of stomach disturbance at the time of their appearance. The order in which the teeth appear is pretty uniform; exceptions, however, occasionally occur. The teeth of the lower jaw usually precede somewhat the corresponding ones of the upper. The central incisors come first, then the lateral incisors, next the first molars, then the canines, and last, usually after a somewhat longer interval than separated the appearance of the other teeth, come the second molars, sometimes called in the nursery the "two-year-old teeth" from their late appearance. The time of the appearance of the teeth is not so uniform, but the following figures are about the average: The central incisors from the sixth to the eighth month; the lateral incisors from the eighth to the tenth month; the first molars from the twelfth to the sixteenth month; the canines between the fourteenth month and the end of the second year, more commonly, say, about the eighteenth month; the second molars after the eighteenth month and usually about the completion of the second year. Even beyond these rather liberal limits variations occur, more commonly, perhaps, in the direction of delay. Occasionally a child is born with a tooth already cut, and this tooth



is sometimes a supernumerary one. We recall an instance of this kind, the peculiarity of five incisors, instead of four, being present in at last three generations.

Inferences are often drawn as to the significance of early or late teething, to the effect that early appearance of the teeth is an evidence of strong health, and late appearance the reverse. Especially is delay considered evidence of rickets. These presumptions are in a measure correct, but they can be pushed too far; for instance, we can recall children who cut their teeth precociously and with great ease, and were apparently strong, but who became rickety from improper food soon after.

#### The Symptoms of Teething.

The usual symptoms of "teething"—*i.e.*, of the near approach of a tooth to the surface of the gum—are mainly local and are well known. The gum, at the point toward which the tooth is pressing, is somewhat fuller and may be hot, red, and tender. The child usually shows an inclination to bite such things as he can get into his mouth, and the act of biting appears in some way to give him satisfaction or to relieve the irritation of the gums. Further, an increased flow of saliva generally makes itself manifest by the overflow styled "drooling." If the irritation be considerable and painful, it renders the child restless and uneasy, fretful during his waking hours, and disturbed in his sleep. It should be noted, however, that not even these mild symptoms are uniformly present; we have known many children in whom the process of teething

presented absolutely no symptoms of departure from perfect health, and with whom the cutting of a tooth was first suspected when it was observed already through the gum. Such dentition was aptly described by a mother in the phrase, "Baby's teeth pop out like peas from a pod." On the other hand, it should be understood that the manifestations above described as common symptoms of teething are not always such, unless we accept literally the nursery phrase, "Baby is always teething." For instance, many if not most children naturally use their mouths as their most convenient prehensile organ, and seize everything with their jaws as instinctively as do the animals that have no hands. So, too, many children have the habit of drooling for an indefinite period. In a similar manner the other symptoms can be shown to be by no means distinctive of one condition only. Nevertheless, the association of the group of symptoms is pretty good evidence of "teething." Sometimes the disturbances above described are attended with a slight irritative fever, with loss of appetite and consequent loss of flesh. Exceptionally, in poorly nourished children, the mouth may become sore and ulcerated.

Besides the local manifestations a multitude of remote or general disturbances are coincident with, and have consequently been considered to be dependent upon, teething. Before mention is made of any of them, it should be said that at the present time medical men are far less credulous than formerly regarding this dependence. There is no-

thing incredible in the supposition that dentition may cause remote mischief, but when we attempt to show that it actually does so the evidence is not entirely satisfacto-

ry, except for a limited number of cases.

We shall consider in our next number the subject of teething as a cause of disease.



## MOTHER'S ASSISTANT.

BY K. M. CONE.

Happy the children who are taken care of by their own mother! Happy they also whose mother has a natural assistant in the shape of some sister or grandmother or maiden aunt of the household! The hired mother's assistant is a far-off imitation of this gift of fortune, something more than nurse or nurse girl, akin to, yet not the same as, the English nursery governess—a kindergarten idea, and on the whole a purely American device for getting children taken care of by some one who lives in the front part of the house.

To fully explain why a mother's assistant is better than a nurse would require a statement of the Froebelian theory of the importance of the first five years of childhood and of the educative possibilities of motherhood. Suffice it to give two general reasons. The fundamental cause of superiority is that mother's assistant is able to do by example what the ordinary nurse must do by precept or not at all. Of the effectiveness of this good example a very obvious illustration is the child's speech. The advantage of a French

nurse for a child's French accent has long been recognized. The same advantage to English speech comes from association with a person or persons who speak English well—an advantage by way of pronunciation, choice of words, grammar, richness of vocabulary and tone. Let a child from infancy only hear what is right, and by the time he is five years old he should, without precocity, speak like a gentleman and somewhat like a scholar, and have a pretty good acquaintance with the beginnings of literature, the great stories and poems which date from the childhood of the race.

The constant companionship of a person of fine feelings and upright character has also a vast influence upon the little one's morals. The ordinary nurse belongs to the class in which children are lightly treated as to truth, in which not much delicacy of feeling exists, and which shows small consideration of the rights of children as individuals. It takes thoughtfulness and faith in the impressibility of children, to a degree which not every mother has arrived at, to see that broken promises and



empty threats and any acted deceit in the management of children sow the seed of untruthfulness in them; that the utmost wisdom and high-minded interpretation of the truth in regard to sex are needed to render the little ones proof against impurity; and that a consistent respect for child-rights is the logical way of teaching children to respect grown people's rights. Children are both more open to reason and more sensitive to example than they commonly get credit for being. Babies may from the start learn to conform to law and order simply from the regularity with which they are fed and put to bed. Unconsciously, while they are learning to walk and talk, other great lessons of life may be imbibed; so much easier is it to breed goodness into the little creatures at the beginning than to whip or preach badness out later on. If she only can realize her opportunity, mother's assistant, by herself being good, can do more for her charge's moral standard than all the Sunday-school teachers of later life.

Mother's assistant can also do much by what she is for the child's manners. One little man who had a guide, philosopher, and friend of the sort we have in mind summed the whole matter up by confessing "she is so gentle I have to be gentle with her." It is true, details of conduct need to be explained and impressed and insisted on over and over again, but the compelling force to right action is the example of some one whom the child loves and wishes to resemble.

We hear much about the badness of children's manners in America,

and that American children are the most indulged children in the world. They are the least cared-for or the worst cared-for children in the world, and their manners only reflect the manners of the grown-ups with whom their lot is cast. The truth is, the child's education begins before he is born, in the persons with whom he is to be most intimately associated.

The second reason for preferring mother's assistant to nurse lies in the fact that such virtues as a nurse has toward the child are negative, while mother's assistant's influence is positive.

Dr. Leonard described a model nurse in *BABYHOOD* for December, 1898. After personal cleanliness and health, he enumerated seven good points in her, as follows: Never to tell her charges horrible stories, nor permit them to see dreadful sights; never to give them unlawful food, nor punish them, nor give them medicine on her own responsibility, nor take them to strange places, nor give them drink from a public cup. The good nurse keeps the child out of mischief; the truly tactful and skilful mother's assistant gives him something to do. The watchword of the one is, "you mustn't"; of the other, "you may." The one in her ignorance thwarts and suppresses and thereby sometimes irritates and antagonizes the little nature; the other, being able in a measure to understand the child, helps him to be happy in his own way. "You don't discourage me when I want to do things," a little boy said gratefully to his mother, which did not mean indulgence of the child's whims, but



sympathy and enough imagination on her part to get at his point of view.

We have been assuming that the duties of mother's assistant are confined to the care of the children of the household. As a matter of fact they are nearly as varied as those of the mother herself. A list of the ways in which we have known this functionary to make herself generally useful includes mending, fine sewing, dusting the parlors, arranging flowers, setting the table for company, marketing, receiving callers, reading aloud, doing errands of charity, shelling peas, washing dishes, and making desserts—never all these things regularly, but according to ability and the emergencies which all households know. Socially, mother's assistant is a member of the family, a young lady; she should not be expected to do what mother herself would not do, nor, on the other hand, should the helper disdain to help wherever there is need.

These general duties depend, of course, upon the number and efficiency of servants kept; but the secret of the success of mother's assistant, whatever she does, is in the importance the mistress of the family places upon her work. The mother sets the standard. If she glorifies her own office and regards the making of a home and the care of children as worthy of her own best efforts, she will have little difficulty in finding an intelligent and refined young woman, a real lady, to help her. If, on the contrary, the mother hates housekeeping and wishes to be rid of maternal duties, thinks children a bore, and despises the nursery's day

of small things, she cannot expect a superior assistant: the care of her children assumes the color of her estimate, and must be undertaken by persons who do menial work for money.

Where mother's assistant may be found seems to be pretty well indicated by the advertisements in which she applies for a position. At least for the summer, college undergraduates and young teachers are glad to do such work. For the permanent position candidates may still be sought in the teacher class. A kindergartner is entirely possible and has many merits. There are also many normal or high-school graduates in the country, from homes blessed by New England thrift and self-respect, who would make capital mothers' assistants; young women too good to do housework under any conditions known to present-day kitchens, and yet accustomed to it and to the care of their own younger brothers and sisters at home. Such girls aim to be public school teachers. Sensible, refined, true Christians, with bright minds and spotless characters, if they can be diverted to the care of little children in other people's homes, they will abundantly prove that "lady baby-tending" is as superior an article as lady cooking and lady nursing.

The compensation for a mother's assistant varies from fifteen to thirty dollars per month and board; a comfortable room where privacy may be secured, and a seat at the family table: such privileges as are given to a governess in this country. Twenty dollars per month with such board is the price advised by kindergartner trainers as ample for a young kindergart-

ner. Twenty-five and thirty dollars go to experience.

We read of Indian ayas and negro mammies and English nurses as model attendants for young children; they are at least native to the climate and domestic circumstances in which they

shine. The wealthy and upper middle classes of the northern United States have their own problem to solve in all departments of household service. Mother's assistant is one solution for the problem of proper help in the nursery.

## NURSERY PROBLEMS.

IN ANSWER TO CORRESPONDENTS.—*It is impossible for us to reply by mail to questions concerning ailments, nor can we undertake to suggest specialists for the treatment of any particular case. We simply endeavor in this department to answer, to the best of our knowledge, such questions as seem to us to have some general interest and to admit of more or less definite reply. Many "Problems" are inevitably crowded out, either from lack of space or because the questions have frequently been discussed in our columns. We try to answer as promptly as possible, but it is rarely feasible to print an inquiry in the next issue after its receipt. We trust our subscribers will kindly bear these points in mind.*

### The Beauty of American Children, and Ways of Preserving It.

*To the Editor of BABYHOOD:*

A very intelligent friend of mine, a foreigner by birth, who has travelled a great deal, asserts that America can boast of more beautiful children than any other country in the world, but that their early promise in this regard is not borne out by them later on—in other words, that our beautiful babies are very apt to become very commonplace-looking men and women. He, moreover, contends that this regrettable change is largely due to faulty training, both physical and mental. Now, I should very much like to know whether, in your opinion, these assertions are facts. Are our children, when very young, really more beautiful than those of other countries, and can anything be done by education to maintain in after-life this distinguishing characteristic?

L. M.

It would puzzle a very wise man or woman to answer these questions categorically, but something may be gained by a general consideration of the subject. There is, perhaps, no standard of physical beauty to which all civilized nations conform. Perfect beauty is almost as rare as ge-

nus. In travelling through foreign countries one is apt to be surprised at first at the large number of attractive faces; but soon the discovery is made that this favorable impression is due to certain peculiarities of national physiognomy, and when the novelty of this sensation disappears the proportion of real beauty seems no greater than at home. It is generally thought that in Austria, Poland, Italy, and England more beautiful faces may be found than in France and Germany. In these last two countries grace is, perhaps, more rarely found combined with beauty of face and figure. Throughout Europe the "American girl" enjoys a high reputation for feminine charms, yet there are tourists who have visited us and then proclaimed that those American girls in Europe, on whose appearance they first based their estimate of American beauty, were not really average specimens. Sir Lepel Griffin asserts that in our Western States "beauty is conspicuous by its absence"; that in New

York, in August, he "hardly saw a face which could be called pretty"; that in November, at one of the opera houses, "even American friends were unable to point out any lady whom they could call beautiful." This has been pronounced—and not by Americans only—slandorous exaggeration. Yet even that careful international observer, Mr. Henry James, makes one of his characters write from Newport: "I have seen no great beauties, but the level of prettiness is high, and occasionally one sees a woman completely handsome."

All this refers to adults only. In the case of children generally the average of beauty is considered much higher than with adults, especially in Italy and America; but here, too, national standards vary. Italian children are noted for their cherub cheeks, American children for their exquisitely chiselled features; and no one can look at a bevy of the latter, playing on the piazza of a summer hotel, without gratifying his artistic sense. That youthful beauty is transitory we know by the concurrent testimony of poets of all ages and all climes, but that there are exceptions to the rule is evidenced by many a matron who has preserved the health and gayety, the fresh complexion and bright eyes, of youth. There is no doubt that, within certain limits, successful efforts may be made to preserve youthful beauty. This task can be approached through several avenues—physical, intellectual, moral, æsthetic. We shall endeavor, in our next number, to point out what may be done in this respect.

#### Too Frequent Feeding; The Relief of Constipation.

*To the Editor of BABYHOOD:*

I am one of the many mothers who have constipated babies and need advice. Rob is eight and a half months old, and seldom has a movement without the aid of a soap pencil or glycerin enema. He is partly a bottle baby, takes a half-pint of cow's milk at noon, and half-pint of condensed milk at six o'clock. This is all he takes besides his natural food. He demands something every three hours. Sometimes he nurses three times from 9 P.M. to 6 A.M. He hasn't a tooth, but does not show any signs of rickets. He has been crawling since he was six months old, and is pulling up now. Is his not having a tooth any cause for alarm? What must I do to relieve his constipated condition? When would you begin feeding him? Does he nurse too often?

*Maylene, Ala.*

B. M. H.

His not having a tooth is not in itself cause for alarm. The two bottles you describe as cow's milk and condensed milk; we suppose, of course, that both are diluted; if not, they should be. Cream, if you can get it, added to his food would have a laxative effect; say to a half-pint of half-milk, half-water, mixture add a tablespoonful or two of cream. He should not nurse at all after the 9 or 10 o'clock meal until early morning. Five meals in 24 hours are enough. If you mean by feeding him, When can he have solid food? we think, not until he has teeth to chew with.

#### Kissing by Force.

*To the Editor of BABYHOOD:*

I believe it is high time for mothers to organize an anti-kissing club, at least so far as their babies are concerned. The matter is brought home to me almost daily, owing to the fact that I have what one fond relative calls the most "kissable" baby in town. The poor child is kissed and hugged almost to death, certainly to the point of nervous restlessness. And then, it seems to me,



there is the danger of communicating some throat trouble. But one of my friends thinks that children ought to be trained early to be friendly, and that it is not wise to keep them away from fond visitors. I wish BABYHOOD would publish some remarks on the subject, so that I may reinforce my protest by the weight of its authority.

*St. Louis, Mo.*

A. T.

The promiscuous kissing of children is certainly to be deprecated on various grounds. Many persons, in their affectionate zeal to kiss a child, do not stop to consider whether they are themselves pleasant persons to kiss, and older children often feel a strong sense of resentment when kissed against their will. The contagious disorders of mouth and throat can be communicated in this way, and probably often are. They certainly are in adults. The breath of persons suffering from whooping cough, measles, and scarlatina is universally dreaded; but, excepting the first named, owing to the isolation of the patients, these diseases are probably rarely spread in this way. The danger, we believe, is especially great in connection with the various kinds of sore throat, and no one with a sore throat, however slight, should kiss a child. But even a well person should consider whether his affection for a pretty child ought to be expressed in a way which may be distasteful to the child, and not approved of by the mother. It is easy enough to show our tenderness by some caress which cannot harm. Certainly no child ought to be made to kiss any one against its will. Proverbially, "kissing goes by favor," and it is foolish to make an act which is universally accepted as an expression of hearty good-will seem to a child disciplinary.

Domestic Doctoring for Worms.

*To the Editor of BABYHOOD:*

Do you consider three grains of santonin given once in two hours until thirty grains have been taken, dangerous for a three-year-old child supposed to have worms?

A. B.

The proper dose of most drugs is not a fixed quantity, but depends upon very many things. Doses usually given are averages. The determining of the best size of dose is often one of the hard problems for the physician. But we can say this, that thirty grains of santonin should not be given without explicit direction from a physician. It is not a drug for household use.

The Best Magazine for Children.

*To the Editor of BABYHOOD:*

Will you kindly give me your opinion as to the best current magazine for children between the ages of six and ten years? Also please give me the name of the publisher of "Good Night Poetry," compiled by Wendell P. Garrison.

*Montgomery, Ala.*

M. W. R.

The best magazine for children is *St. Nicholas*. "Good Night Poetry" is published by Ginn & Co., Boston.

Condensed Replies.

*L. L., Buffalo.*—We do not think the food you mention, when prepared for use, has as much fat as is considered desirable. It is, however, better than many others in this respect.

*D. S. G., New York City.*—Circumcision is sometimes done to relieve such symptoms as those you describe. Have you shown the baby to your physician since the time he attended to him before? We think it wise to do so.

*E. H. M., Decatur, Ill.*—Ade-noids once removed almost never

return, but the habit of mouth-breathing and snoring may persist without very evident cause. If you will think of the snoring of adults, you will probably remember that one person snores, and another not, without there being any local cause apparent; also that the same person will snore or not, according to position, state of health, especially as to stomach condition. This we believe to be true of children also, and it is along the line of digestive conditions that we should advise you to investigate.

*M. E. R., Attleboro, Mass.*—If the trouble in the teeth is one which perplexes physicians, and even the dentist, who have seen the child, it is hardly worth while for us to guess on the basis of a slight description. Of one thing we feel certain: the cleaning by the dentist will not do harm.

*Mrs. G. E. R., Milwaukee, Wis.*—The "nipple with a collar" is sold under the name of the "Davidson Health Nipple," and can doubtless be had in your city.

The chief objection to the old-fashioned nursing bottles is that they allow the child to swallow milk too

freely; it goes down too rapidly, overdistends the stomach, and the result is colic and indigestion. The human milk-ducts are as fine as hairs, and allow but very little milk to flow at a time, and only after much sucking by the child. Most nipples are at once too soft and too freely punctured. Another trouble is that a certain amount of air is often drawn into the hollow nipple through the perforations during its expansion, as the child lets go its hold, and that this air is subsequently swallowed with the milk. It is, therefore, important to get nipples with the smallest obtainable holes or with none at all, and enlarge them or make them with a needle, as required. While small holes are essential, some inlet of air in the bottles may be needed. This requirement is met, for instance, by the "Best" nursing bottle, which is provided with an automatic air valve and lets in the air back of the food. Other bottles have an elastic strap covering the vent, to be raised or not at will. Still another plan is to make the inlet vent in the nipple, the air entering sufficiently to prevent a vacuum forming, and so rendering the suction more difficult.

## EDUCATIONAL METHODS.

### Ways of Teaching How to Read.

"My children love to have me read to them," says a busy mother, "but they do not care to read for themselves. They would sit for hours listening to me, if I could spare the time, but, rather than try to read, they will wait to hear the conclusion of a story, if I have to stop in the

middle of it, until I can again take it up."

This is by no means an exceptional case among children who cannot yet read well or who are just beginning to learn. It is so much pleasanter and easier for some one else to acquaint them with the delights of the printed pages than to slowly decipher them

for themselves. Yet judicious management can so arouse their interest and enthusiasm that the task will be made lighter. Above all, mask the fact that it is a task—this learning to read. Do we ever grow so old that duty, hidden under pleasant guise, is not more readily fulfilled than when it confronts us plain and unalluring, as something which *must* be done? Here, for example, is your little girl—a bright child, who can master the intricacies of the alphabet and the combination of letters with ease, if she tries—bringing a story-book for you to read to her. The book is full of pictures which interest her, and the first story—that of a little boy who caught and tamed a mouse—is illustrated by several pictures. You read: "Harry, a little boy with curly brown hair, caught a mouse in a trap." Then together you study the picture. *Has Harry really brown and curly hair?* Yes, Midget examines the illustration and finds it correct. Then you point out the words "brown," "curly," and "hair," showing how they look in print. "Is it not strange," you ask, "that the printed picture and the printed words tell the same thing?" Gradually, after comparing other pictures and words, the child begins to take an interest in the words. They describe as well as the pictures, she realizes, and the thought that they will be just as interesting dawns upon her. Thus, her interest being aroused, it is easy to foster it, once the child has become familiar with letters and easy words. You may read a few lines in alternation with her, or read the first part of a story and let her finish, you helping, of course, with the difficult words.

Or you may read part of an interesting story, leaving it in a particularly entertaining part, and, going about some other occupation, discuss the probable ending with the child. "Does she think it will end this way or that? Will John really make the journey, or Mary receive the coveted doll, as the case may be?" Midget's curiosity or interest becomes so great that, at your suggestion, she gets the book and, painfully perhaps, deciphers the end. Then another discussion follows, and the next day you repeat the masked lesson with a change of programme, until by and by it is no longer necessary, for a love of reading will almost surely be inculcated. And a love for reading once aroused in a child's breast will not depart, but will remain the source of endless profit and delight to its happy possessor.

CAROLINE S. VALENTINE.  
*New Castle, Ky.*

#### An Object Lesson.

My little daughter had in some way acquired the habit—or what I much feared would soon become a habit if not checked at once—of making excuses when asked to do any trifling task, whether something she knew was "her work," or some unexpected call upon her. I had reasoned, scolded (more's the pity), and punished in vain.

One morning a happy thought came to me, and I straightway gave my new plan a trial. Then, in the afternoon, when we were alone and having a pleasant time together, I asked her to climb up to the clock shelf and get a little glass cup that was there, take it to the table, and sort



the buttons it contained, putting the black ones in one place, the white in another, and the others together in a third place. After she had finished, I explained to her how they came there and why I wished them sorted.

Whenever I had asked her to do anything for me all that week, I had dropped a button in the cup. If she had gone promptly and pleasantly, I had put in a white one; if she was really naughty and disobedient, I had used a black one; and for the times she pouted and fussed or made excuses, and was slow or disorderly, I had used any other odd button.

She sat for some time thoughtfully looking at the buttons—there was such a tiny pile of white ones, even less than there was of black, while the mixed lot of buttons was almost more than she could count. I watched with interest. Finally she said: "I wish I had known you were doing it." Then, after a moment's thought, her face brightened, and she asked eagerly: "Won't you put buttons in again this week when I know, and then let me count them?"

Of course I readily assented, and I am glad to say that the white pile was decidedly larger each week that we tried it, and the objectionable habit correspondingly checked. I had in this way, as it were, showed her her own self in literal "black and white"; and the lesson she found in the cup of buttons, like actions, seemed to speak louder than words.

GAZELLE STEVENS SHARP.

#### **The Early Education of Little Number Four.**

Are there many little people of the BABYHOOD army that have learned to read before "half-past three"? The

writer has been wondering if a little girl of three years and four months has done anything unusual in learning to read. As the title of this article suggests, she is Little Number Four, from which fact may be gathered that there has been no special effort at instruction. The first baby does the wonderful things; the later comers most often pick up knowledge at their own sweet will or not at all. One advantage the latter have—that of other children to absorb from.

It seems that there are several paths leading to the same result. Our first child knew her letters at twenty months, but, as we had none of the simple primers, there was no attempt at reading until she was nearly five years old. At five she was reading in the old-fashioned McGuffey's First Reader, passed down from the preceding generation. She was taught to spell by sound as well as by letter, so that she early took up other books and discovered new words, with no aid but the sounds of the letters.

The second child, a boy, learned the alphabet early, but being delicate, and, fortunately, fond of active sports, was not taught to read until shortly before entering school, when he had only gotten so far as to grasp the idea of a word as a whole, and to read a few sentences.

The third child began reading at a little before five years of age, taught in the regular way by a primary teacher; and now, at five years and three months, reads in the First Reader, writes, and brings home correctly added sums of small numbers.

But now comes along Little Number Four, who seems to absorb rather

than to make any effort at learning. The two boys have spelled at home, as children do, talked, played, and written in school fashion, until Ruth has breathed a sort of primary-school atmosphere. Several months ago she learned from her brothers to spell half a dozen words. The number increased, and she would pick up Cyr's primer, go over all the letters, little and big, and spell out a few words. Then mamma became interested and tested her, asking her to find "doll," "see," and other words that she had learned to spell. Thus a word became a word to her without her learning to spell by sound, although she seems to be unconsciously guided by the sound in determining new words. In one of her last lessons, when she came to "you," she spelled it, and when asked—with no thought that she could tell—what it was, pronounced it. Brother asked, "What does *r*, *u*, *n* spell?" and she replied correctly. It is possible that she had heard these words spelled and remembered them, but her manner indicated a quick guess.

If so interested, why not let the child go on? Accordingly, some days ago, we began with the first lesson, to proceed in better order. One morning Little Girl read quickly eighteen sentences, such as "I can see Willie," taking up the new words easily. Her method is to spell out the sentence word by word, then to go back and read it. Sometimes she does not seem to want or to need to spell, simply reading ahead, stopping only to spell out a new or forgotten word. The sentences are like these: "I like to see kitty play,"

"See my slate, mamma," "Can you see the nest? Yes," "Oh, you pretty little birds!" She has some trouble in distinguishing between the small *b*, *d*, and *p*.

To spell her Christian name and surname, her brothers' names, and those of various interesting objects, is considered very nice by the child, who thus plays "school." Perhaps she devotes ten or fifteen minutes a day to her primer, and she is a fat little chub, singing at play, and sleeping about eleven hours. That her "literary pursuits" are not in any way injurious is evident, and the rule is not to let her read too long.

This is the same little lady of whose early musical development I once wrote. She seems able to carry any melody, but her favorite book at present is a prettily illustrated one of simple songs, "Small Songs for Small Singers." Guided by the illustrations, as mamma turns the page and strikes the key, Little Girl starts up the song. If there is a prelude, and her mother neglects to play it, she is at once reminded; then, at the proper place, the young "prima donna" begins. The alphabet she sings through. Counting goes on without assistance to twenty-nine, and with help at thirty, forty, etc., to one hundred. This came, probably, by listening to the counting of pennies at Sunday-school. For a long time this baby has repeated the same prayers as her brothers, the Lord's Prayer, and "Now I lay me," in which she says, "I sood a-die I-fore I-wake." If corrected, she remembers to use her acquired knowledge, and is sensitive about mistakes; so, as we like some

of the baby pronunciation, we do not always tell her.

"Five and five are ten," she remarked a while ago, as she ran through the room. "Two and two are four," is another echo from the boys' school rooms. Like her small brother, she says "bedding-room" for bedroom, a logical deduction; for, if dining-room and sitting-room, why not "bedding-room"? And if potato, why not "p-turnip"?

The family consider it something of a joke on mother when little

brother patiently works away on a drawing and says it is for *BABYHOOD*, or sister takes a scrap of paper and pencil, "makin' a song."

At all the bright ways, fond friends exclaim, "Was there ever such a remarkable child!" forgetting how early many children used to begin at the old-fashioned country schools. After all, the method of letting children advance according to their ability was better, perhaps, than that of cutting every foot to fit the same shoe.

H.



## THE CHANGELING.

I assume that many a mother, like myself, has become too fond of the wisdom, help, and comfort of this magazine to let it drop until long after her baby's feet touch the floor and, according to the ancient rule, he is too old to sit in her lap. But all along the way she finds points where she is puzzled to know the best thing to do. One which is most trying is the change that often takes place in her child's nature. This is likely to occur between the ages of seven and fifteen, and is sometimes of a pleasant and welcome form.

The child, which from birth has appeared sour, selfish, and generally disagreeable, sometimes given to graver offences, develops slowly but steadily into all that a loving parent could desire, and everybody is correspondingly happy. But this is

often reversed, and the disappointed parents think of the loving, sweet child they once had, with feelings akin to those given the dead, while they look upon the changeling in her place with painful wonder. Nothing in character, form, manner, or expression bears any resemblance to the little child they so fondly remember.

Friends often tell the anxious mother not to worry, that her daughter will come out all right; but she does worry just the same when she sees what she thinks the line of judicious patience crossed daily, and her child doing a dozen things that she has condemned other mothers for allowing. She feels powerless, because she knows that too much of what is termed "preaching" or continued correction will soon deprive



her of all influence. She can only wait, pray, and watch with painful solicitude for this change to run its course, and for time to restore her child, or at least give in her place a woman of qualities corresponding to those so dear to memory.

My experience and observation show that this trying period of existence is most marked in cases where maturity is tardy, and is due to a sort of vacuum in nature. The child is outgrown while the woman is not yet arrived. All that a parent can do in a case of this kind is to be

patient, to put forth every effort to retain the confidence and affection—though this quality is apt to be sadly missing—of her child; to surround the rapidly growing body with conditions favorable to health, and trust maturity to restore desirable mental qualities.

I have used the feminine in this article, because my experience has been confined to that sex, but no doubt the mothers of boys often meet with similar perplexities.

ANNA H. JOHNSON.

*Oregon City, Ore.*

## BEFORE THE KINDERGARTEN.

### I.

The reason a mother once gave for not sending her four-year-old child to a kindergarten was that she was too young to be taxed with learning. Yet this same child knew the names and ages of all the cook's relatives, whom she had never seen, and had an abundant store of information of like importance, the acquiring of which involved quite as complicated a mental operation as anything she could have learned in the kindergarten.

The ordinary child is plainly learning *something* all the time, whether its elders will or no, and it only remains for them to influence the direction which the active little mind shall take. Facts like the above do serve to develop memory, but there are certainly others which answer a better purpose in exercising this faculty, and at the same time form a useful store of knowledge in themselves.

Having been recently for several months in a quiet place away from other children, the constant companion of my little daughter, now just four years old, I have been especially interested in observing what kind of knowledge she has easily, almost unconsciously, acquired, and what demanded an evident effort of the mind. Long before the kindergarten age, differences in form, size, and color are quickly appreciated, and the names of new objects are learned almost without limit. In other words, whatever appeals to the senses or perceptions is readily seized upon, and memory is active. Reasoning, on the contrary, is little developed, and works with difficulty. Operations involving reasoning, therefore, and abstract ideas should not be pressed upon the child at this age, while perception and memory may apparently be cultivated to a large extent without harm. So

young a child is not capable of sustained attention, and what he learns must come spontaneously and be largely in the nature of play. This play, however, can often be so directed as to serve a useful purpose in his education and lay a good foundation for the future. The child at this age is too often left to interest himself at haphazard about the house, with the result of much misdirected energy and the learning of many useless things.

I have thought that some account of the things which have proved profitable as well as easy for my child may interest some other mother, and help her to provide occupation for an active little mind. One of the best books we have had is an "Object Book," filled with small, colored pictures of many simple objects, some familiar, some strange to the child. It has been a constant source of pleasure to her to learn the names and uses of these things. The German or French name may be given at the same time as our own. The child is always amused to hear that little German children call a thimble a "Fingerhut" or that little French children say "*la plume*" for the pen, and she will usually remember it. The game of anagrams, a box of capital letters printed on small squares of cardboard, was a favorite plaything. The child regarded these letters exactly as she did the pictures of objects, and learned their names in the same way. At first only three different letters were given to her, O, I, and S, as being particularly easy to distinguish. There were ten of each of these, and she played with them in many ways: arranged

them about a figure in the carpet, made them march in a long line, or divided them into piles, each kind by itself. Gradually others were added, one or two at a time. Q was O with a tail. H was especially interesting as the first letter of her own name. "H is for Helen," she always said. We noted its resemblance to a little seat and made a picture of Helen sitting in it. If it was closed at the top, we had an A tent to keep out the rain. M was for Mother, etc. When about half of the letters had thus been learned, we played a game with them. We put them all face down in the middle of the table, and each in turn drew one. Whatever she could name she kept, and what she could not name I took for mine. There was always great glee at my discomfiture when she took a letter which I pretended to think she did not know and was about to take for myself. As we always named each letter, she finally learned them all, and was delighted to see her own pile grow larger day by day.

One of our first acquisitions was a set of small china dolls. There were eight about three inches high, and four still smaller. We dressed these in various colors and made them into families according to the color of their clothes. There were Mr. and Mrs. Brown and a little Pinky Brown, distinguished by a pink jacket over her brown skirt; Mr. Black; Mrs. Blue, her two daughters, Indigo and Violet, and little Baby Blue; Mrs. Green, Mrs. Yellow and Orange Yellow, and Mrs. Red. These have amused for many months and been useful in a variety of ways. They

have visited and returned visits, they have had rides in all the small carts and on all the toy animals, and, because of their convenient size, numerous houses have been built for them out of blocks.

The blocks for such purposes, which seem to excel all others, are the Anchor stone building blocks, which can be bought at nearly all toy stores. They are heavy enough to stand firmly, and do not subject the child to the discouragement of having its work topple over, as do wooden blocks. Their geometric forms and related sizes, all based upon the inch cube as a foundation, help to develop mathematical exactness, while the soft, varied colors accustom the eye to what is good and artistic in building. The books of designs which accompany these blocks give the child ideas, and after some practice with these he will

invent others for himself. The first designs, steps, crosses, and simple bridges, can be made by a child of two years, while older children of ten or twelve enjoy the more complicated buildings. In fact, I have observed with my older children, who have had a set of these blocks for years, that it is the one plaything of which they never seem to tire, and there is rarely a day when they do not use the blocks in some way. Aside from the pleasure of imitating the book designs, which are of value in training the child to see exactly and to reproduce what he sees, there is constant play for the inventive faculties in creating new combinations. It is not strange that the child never tires of what affords such endless variety.

Simple lessons in arithmetic may be easily evolved from similar play, as will be shown in a subsequent article.



## THE CREATIVE TALENT IN CHILDREN.

It is every mother's privilege to look upon her child as created for a peculiar destiny, and to feel that her part is to help him to follow whatever leads him to it, though she may not always be clear as to the best way. Often, like Mary, she "must keep the sayings and ponder them in her heart."

We need to study children to better understand them, to help them to

follow that which is best for their individual needs, and in order to form a truer estimate of their capacities and responsibilities; for we parents often find ourselves appealing to that which does not respond, expecting too much in some ways and getting more than we expect in others. A mother cannot always be successful as a teacher, but she has usually the best chance to observe and note



the workings of a child's mind—the beginnings from which develop traits and individuality. If she falls into the habit of registering her observations, she will have something like a character chart which will give her the keys of understanding her offspring.

The following studies of two brothers are given as taken from the mother's records, not because they show anything exceptional or remarkable, but because they are typical studies of child nature, and as such one may gather from them what one likes of profit or amusement.

Jules was a very active baby. He wanted to do whatever he saw done. From his grand opportunity on baking-day, to his rarer chances with the inkstand and the paint-pot, he would have a finger in every pie. It was the real thing and no make-believe that would satisfy him.

When scarcely twelve months old he was given the ends of the reins to gratify his desire to drive, when he dropped them instantly, and reached in front of Papa's hands to get the mastery into his own.

His zigzag structures made of clothes-pins in his second year, and exhibited gleefully with, "See what Baby make!" and his recent attempts in the workshop at Klondike sleds and battleships, all show his passion for constructing. It has often been perverted to the destructive in the use of hammer and hatchet, which were the most acceptable of his early toys, and many papers of tacks and ounces of small nails did he use up, during his third year, driving them into blocks and boxes or—the

floor. He deliberately and systematically took to pieces his finest toys to see how they were made. "Why does the child love to destroy?" was the frequent query. The fact was, he fully intended to restore the toys, and grieved much over his failures in putting them together again, yet the pleasure of simply playing with them did not satisfy him. He built trains and loaded express wagons, but when the elaborate structures were completed he found no more use for them; they had to be torn down.

He did not amuse himself long alone, for many of his undertakings were beyond him, and he needed help in carrying them out. During his fourth and fifth years the kindergarten absorbed him and gave him many resources for solitary plays, but after his fifth year it seemed to hold him no longer. The occupations interested him, especially those calling forth invention, and he gained credit for designing new patterns for weaving before he was five years old. As nearly as I could decide in studying the influence of the kindergarten upon him, he outgrew the occupations and the plays; mere acting did not appeal to him.

Jules's inventive genius was often at work. When six years old he came to my room one morning, partly dressed and somewhat out of temper, and put his case thus:

"There ought to be a machine for dressing boys—something to put them in, and turn them out all dressed in about a minute!"

I thought of his struggles every morning to get his stockings on smoothly over the drawers, and said, "You had better invent one."

Soon he returned and said, "There is a machine to get the stockings on."

"Have you seen it?" I inquired.

"No; it's not here, but there is one in another country!"

He went on to describe what it was like. He was very clear in the design, but failed to produce a model. The idea seemed to be a sort of hollow arm which held the stocking out inside of it by means of pegs, or "punches," as he called them, and into this the leg was to be thrust.

Jules has had instruction in music, but he enjoys more the mechanism of an instrument than drawing music from it. His violin is constantly untuned, because he takes it apart and strings it up for pleasure.

The bicycle affords a most satisfactory vent for his propensities. He has studied its mechanism from a large collection of catalogues, and by watching the work in the repair

shops, until he is its complete master. He keeps the family wheels in order and repairs punctures and breakages. The lathe and scroll-saw also afford much pleasure and profit. He has not had the systematic sloyd instruction, but spends much time out of school in a wood-shop, where he has picked up ideas, and from simple beginnings with tops, clothespins, rolling-pins, etc., he has finished very pretty rings and boxes in polished woods. The study of woods and the selection of choice specimens is a part of the workshop education which promises an insight into the artistic.

His latest ambition is to be a naval constructor. As this is a common aspiration with young patriots of the times, it may not be prophetic of his future career.

The continuation will deal with the peculiar characteristics of his brother.



## THE APPRECIATION OF INFANCY.

A friend of mine, who long years ago had been a very loving mother of babies, told me that she lately committed a heinous offence in the presence of one of those babies, now a woman. She was caught talking baby-talk to one of the babies of the present day! I think the evil sentence was: "O you dear 'ittle, darling, 'ittle sing!" Not only her own daughter, but another young girl felt it necessary to take her very seriously to task, and she realized

that she was a woman quite behind the age, one of the present theories being that we must speak to babies as we would speak to adults, never using baby-words. Just why this is so I do not know, for I scarcely think that the babies of past days grew up talking baby-talk, but such is the theory gravely advanced by many a writer.

The question of baby-talk seems of no very great importance, excepting as one of the little "straws which

show which way the wind blows"; for I sometimes wonder whether there is a change coming in human nature in regard to babies, and whether in future generations babyhood is going to have its full right of love. There are a good many things which suggest this question. In the beginning of this century mothers accepted their ten or twelve babies, arriving at intervals of from one to two years, as a matter of course. Would many mothers of the present day do the same? Even the most loving mothers in these days seem quite satisfied with three or four, or even one. Then, because babies used to be exhausted and over-excited with too much handling and moving about, we find mothers now who are almost afraid to touch their own babies, much less to have any one else touch them. One young mother assured me that she never took hers in her arms excepting from actual necessity. Is not this new custom going to shut out a great deal of love from our babies? Their own mothers may perhaps love them as much as formerly, but how about their other relatives, who are allowed to have so little personal relation with them?

There is another thing which often strikes me as a sign that parents do not value infancy *as* infancy as much as formerly. I mean the hurry in these days to drop all signs of it in little boys, to get them out of their petticoats before they can speak plainly, and dress them at three, and even two, years exactly like boys of any age short of manhood. Does not this mean that infancy is no longer valued, but is regarded as a

period to be hastened through and got rid of as quickly as possible? What parents seem to want now is a boy. The baby is to disappear, and the quicker the better. Now, this is a tremendous change, and I think the parents of the present day have no idea how different they are in this respect from the parents of the past, many of whom carried rather to a foolish extreme their wish to prolong the first sweet years of early childhood by preserving its semblance in childish clothes.

Another "sign of the times" in this regard is the total absence of pet names and the entire disappearance, as it seems to me, of the name of "Baby"—a name which, to my own taste, is the sweetest of all during the first year, especially in the case of the baby having a serious adult name, perhaps a surname of two or three syllables if a boy. As to nicknames, I think we have all grown rather tired of them, especially for grown people; but yet shall we not rather miss in future the dear little Nellies and Susies, and Willies and Charlies of the past? All extremes seem to be a mistake.

Finally, to go back to my first illustration of the changes in regard to infancy (and by infancy I mean the first two, or even the first three, irresponsible years), we find many people who object to a child's being spoken to in any way that can suggest baby-talk, for fear it should not early learn to speak plainly; and I know a father of little children who expressed a decided distaste for endearing epithets, as, for instance, "darling," as addressed to a child.

The question that sometimes oc-



curs to me in these days is not only whether babies are getting to be less valued than formerly, but whether the sweetness in their own natures is going to have its full development. It certainly will not have it if they are treated with less loving sweetness than formerly. It is often said of us New England people that there is a certain dryness in our natures which keeps us from showing our feelings, which are often as deep and as tender as those of more demonstrative people. Mrs. Stowe, in her "Minister's Wooing," draws a sad and true picture of this dryness among those who really love each other, as it exists in some families, and I think it is by no means true of New England only. Shall we not grow drier and drier if we cut ourselves off from demonstrations of affection even to babies, and from all kissing and cuddling, and murmuring of tender nonsense and endearing pet-names; and will the babies who are brought up in what many now consider the most judicious manner be quite as dependent upon love's demonstrations as the babies of the past?

Let us see what Mrs. Browning says, in the beginning of "Aurora

Leigh," of the sweet old nonsense that mothers have talked to their babies from the beginning of the world:

"Women know

The way to rear up children (to be just).  
They know a simple, merry, tender knack  
Of tying sashes, fitting baby-shoes,  
And stringing pretty words that make no  
sense,

And kissing full sense into empty words;  
Which things are corals to cut lives upon,  
Although such trifles: children learn by  
such

Love's holy earnest in a pretty play,  
And get not over-early solemnized."

Is there not something suggestive in these lines? Mrs. Browning may certainly be considered an authority about babies, after writing perhaps the most beautiful description of one in the English language. This is on the one hundred and tenth page of one of the editions of Mrs. Browning's poems, and I should recommend any mother who does not know already the description of Marian's child in "Aurora Leigh" to read of "The yearling creature, warm and moist  
with life

To the bottom of his dimples,"

and say whether the writer was not an authority upon babies and what concerns them.

ALICE P. CARTER.

## OCCUPATIONS AND PASTIMES.

### Youthful Editors.

My little girls passed through a long siege of whooping cough when the weather was often stormy, and when, in order to protect other children, they were never allowed to go out except with a very watchful attendant. Consequently they were much shut in for many weeks.

As we were boarding at the time, they were confined to three rooms, and often the days dragged heavily. So I taxed my brain to think of interesting occupations. Reading aloud, the games we knew, and story-telling were resorted to, but the two amusements which were voted by all as the best were "Our

Letter Box" and the compiling of a little magazine called "The Attic Philosopher." The former was simply grandpa's fish basket (a sportsman's fish basket is in somewhat the shape of a post-box) tied on to a door knob in the hall which separated our rooms. There each member of our household made frequent deposits of mail matter, so that every child could look for at least one letter a day. The excitement of going for letters lasted several days, and was quite a help, but "The Attic Philosopher" was a more lasting joy. At the time of which I write the elder sister, Mary, was nine, Elsie six, and Baby Katharine nine months. Of course the baby could take no part, but each of the others furnished an article,

and Mary was the editor. Each member of the household was expected to contribute, and outside contributions were solicited and received.

At last, when it was finished, the manuscript was taken to papa's office and several type-written copies made. Papa designed a cover, which was duplicated, and Mary made some illustrations. Finally all was ready, and "The Attic Philosopher" was read at the dinner table, after dessert, to the great delight of all present. The compilation and arrangement of the magazine occupied several weeks, and brightened the days until warm weather came and we were released from our long confinement.

E. B. L.

*Washington, D. C.*

## NURSERY LITERATURE.

### A Mother's List of Mother Books.

Frequently other mothers, visiting in our home and seeing the good the little ones and myself have received through study of kindergarten literature, have asked me to write down the names and authors of such books as I value most and will give them the most help. I fear these lists have sometimes been laid carelessly away and not used, because so long that the busy mother was discouraged at the outset.

So for this paper I have tried to choose only a very few of what seem to me to be the most helpful books and those best calculated to give a sure foundation for further study. This list is for mothers and fathers, not kindergartners. And it is for *busy* mothers. Only busy mothers will make the effort to use it. Any

housekeeper can get time to read one page a day, and then think it over while she is doing her work, or her marketing, or even while making calls; and in no other way could she get so much good from these books.

First, then, if you would truly know Froebel and his hidden meanings, read "The Child," by Madam Marenholz-Bülow. The story of her accidental meeting with Friedrich Froebel, whom her landlady had called "an old fool," and the years of work with him which followed, is most entertaining. You will get from her book the history of Froebel's own life incidentally. Read "The Child" slowly and thoughtfully, and when you have finished read it right through again. Next take "Lectures to Kindergartners," by Elizabeth Peabody, who introduced the kindergarten

into our country. Now get some books on the games and occupations of the kindergarten, such as "Froebel's Gifts" and "Froebel's Occupations," by Kate Douglas Wiggin, and read the first few chapters. Do the same with "The Mottoes and Commentaries of Friedrich Froebel's Mother Play," by Susan E. Blow, and "The Songs and Music of Friedrich Froebel's Mother Play," by the same writer. Do not try to read these last books all through yet. Look them over and read a few chapters in each, leaving them for thorough study after you have gained a clearer idea of the spirit of the system from other works. For this read Miss Blow's "Symbolic Education." This book is unnecessarily erudite, but you need it. And now for the last two, which are as valuable to a mother in the practical help they render for every-day life with little children as the first two are for spiritual insight into the kindergarten system. The first is: "Gentle Measures in the Training of the Young," by Abbott. This book is so old that your own

mother may have brought you up by it. The style may be at times tedious, because so plain and explicit, but it holds a world of help for every-day emergencies between its two covers. "Aids to Family Government," by Bertha Meyer, is also sound, wholesome, and true. If you have time just now for but two books out of this list, choose the "Lectures" by Elizabeth Peabody and the "Aids" by Bertha Meyer.

If any wish to borrow the above works from a library and cannot get them, the following may be substituted: "A Study of Child Nature," by Elizabeth Harrison; "Child Rights," by Kate D. Wiggin; and "Home Occupations," by Katherine Beebe.

There are hundreds of other books perhaps as helpful as these, and many that do not even mention Froebel contain his principles. But these that I have given are sure to help a mother who is in earnest and will apply her learning to every-day needs. ANNA PERRY BAILEY.

*Cleveland, O.*

## RECENT MEDICAL DISCOVERIES AND OBSERVATIONS.

### A New Apparatus for the Modification of Cow's Milk at Home.

Dr. Sidney V. Haas, of this city, described recently in the "New York Medical Journal" an apparatus made, at his suggestion, for the modification of cow's milk at home. It was presented before the Section in Pædiatrics of the New York Academy of Medicine, on January 12th, 1899, by Dr. L. Emmett Holt, to whom Dr. Haas is indebted for a number of

suggestions and for the supervision of the formulæ.

The apparatus, which is called the "Materna," consists of a glass vessel with pouring-lip, shaped like a graduate, holding sixteen ounces. The outer surface is divided by vertical lines into seven panels; one panel shows the ordinary ounce graduation; the six others show six different formulæ, so arranged as to be suitable for the entire first year's feeding.



The lettering shows just how much milk-sugar, milk, cream, lime-water, and water shall be poured into the vessel in order to prepare food of a certain desired percentage strength. Within the panels are also written the percentages of fat, proteid, and sugar to which the measured amounts of the ingredients correspond. Thus, the first is marked "fat 2%, proteid 0.6%, sugar 6%," making a formula which can advantageously be used at the beginning of an early weaning. The second panel is marked "fat 2½%, proteid 0.8%, sugar 6%." The other panels show progressively increasing strengths. By combining 16 ounces of one panel with 16 ounces of another panel intermediate percentages can readily be made; and a little ingenuity will show still other possible variations.

It is possible to obtain other percentages than those shown on the panels by mixing what is called-for by two adjacent formulæ; as, for instance, equal quantities made according to formulæ 1 and 2 combined will give—fat, 2¼ per cent; proteids, 0.7 per cent; and sugar, 6 per cent.

As may readily be seen, all the formulæ call for the same ingredients, excepting the sixth, which, instead of water, requires barley gruel, and granulated sugar in place of milk-sugar.

The method of using the apparatus is extremely simple. Having decided upon the formula to be used, that panel is to be observed to the exclusion of all the others. The respective ingredients are then poured into the vessel, to the line below the designated substance. Thus, milk-

sugar is put in first (or, in its absence, granulated; and the line with the cross shows to what point the latter should be used), then the water, lime-water, cream, and milk in the order shown. The whole is then stirred, and the result will be a milk whose formula is at the top of the panel. The milk used with the apparatus should be good average milk. The cream should be the light centrifugal cream as obtained in bottled milk (16–20 per cent). The water should be hot, to dissolve the sugar. The barley gruel should be prepared in the usual way with Robinson's or ordinary barley.

According to the age and size of the child, the vessel must be filled once, twice, or three times to obtain the quantity requisite for the twenty-four hours' feeding. The pouring into bottles and sterilization are then done as usual. Full directions, including a schedule for the twenty-four hours' feeding at the various periods of the child's growth, accompany the apparatus.

#### The Characteristics of Rickets.

Dr. Babeau, in the "*Jour. de Cliniq. et de Thérap. Inf.*," from clinical observations and from analyses of urine and fæces concludes:

In each of the phases of the disease we establish a relation between the chemical composition of the bones and the variable elimination of lime in these different phases.

In most rachitics we find digestive troubles at the outset of the disease.

The increased elimination of lime by the fæces is explained by these digestive troubles themselves, and is

due to defective absorption of the lime or its salts.

The increased elimination of the salts of lime by the urine is due to a state of acid diathesis.

The cure results from a re-establishment of the normal state of the digestion, of the absorption, and of the alkalinity of the blood.

#### Infantile Diarrhœa and its Treatment by Sterilized Water.

Prof. Watu, says the "Pacific Medical Journal," advocates the treatment of infantile diarrhœa by a regimen of boiled water, cooled to a suitable temperature, and given in small quantities every hour or half-hour, or as thirst demands, to the exclusion of all food, for eight, twelve, or even twenty-four hours. By diluting the irritating secretion, dislodging the *débris* of decomposed alimentary matter retained in the folds of the mucosa of the canal, increasing the pressure in the blood vessels, and dissolving the toxins attached to the formal elements, the ingested water carries away and eliminates the poison from the system, changes the

morbid character of the stools, and effects a reduction of the temperature and recovery, especially when administered in acute cases at their commencement and in children not very young.

#### A New Diagnostic Sign of Measles.

Under the above heading Dr. Henry Koplik, of New York, described recently in the "Medical Record" a phenomenon which he considers a very valuable sign in the very early stages of measles. It consists of an eruption which appears on the mucous membrane lining the cheeks and lips. It can be seen only in very strong daylight, falling from a window direct on the mucous membrane. It is then necessary to evert the mucous membrane covering the lips and cheeks, either with the fingers or by means of a spatula. One can then see by close study the infinitesimally minute bluish white specks on a reddish punctate area in beginning measles, and on a more diffusely reddened background in advanced cases, which are absolutely characteristic of measles.

## THE MOTHERS' PARLIAMENT.

#### The Value of Firmness.

It has been said that the children of this day and generation are less obedient and more wilful than those of former times. And notwithstanding the great advance in every branch of ethical culture and the highest standards of mental and moral training, this is true in many cases.

But child nature is much the same in every age; and while hereditary

tendencies are responsible for some evil, a much greater part is due to the absence of firmness in early training. The deferential obedience exacted as a right by parents of the old school is a quality all too rare in these advanced days, and there is a tendency to drift through our perplexing situations quietly and with as little friction as possible—a fact which the young mind grasps all too

soon, making the most of its opportunities with a quickness almost marvellous.

The victory of peace is not always to be desired, though we cannot question that its paths are pleasant ones; but the law of obedience must be enforced, and it cannot be taught without a struggle.

"Mamma, may I go out?" asks a little voice.

"No, dear; it is too damp."

"Please let me—all the rest are out."

"No."

"But I *want* to go; *please* let me." And mamma, interested in a new book or some fascinating work, hesitates.

Nature has wrought no strange miracle; the threatening clouds, the cool damp air are just as they were when the impatient little one once before made its first appeal, and in an evil moment the mother yields.

"Well, then, go just for a little while; you worry me so dreadfully! *Next time* you shall do as I say."

The boy goes gaily on his way, knowing from the depths of his triumphant little heart that the next victory will be just as sure. But this stage of the child's development was not reached at a bound. If yes means yes, and no decidedly *no*, very early in your boy's career, he will soon learn that neither his welfare nor the happiness of others depends on allowing him to be master of himself and the situation. Yet it is so often assumed that with advancing years and increasing intelligence a prompt and cheerful obedience will in some mysterious way take its place in the line of virtues among the

many graces of the perfect character. It is when the child is a little child that a mother's power is at its best, though her wisdom may guide him all through life. In his earliest years he looks upon her as the great central light of his tiny world. And if at this time she will use her influence wisely as well as tenderly, to mould the comparatively pliant young mind, she will be laying the foundation for a successful character, while sparing herself the pain and humiliation that too often come in after-years with the knowledge that she can no longer properly control her child.

It is not an easy thing to exact a willing and cheerful obedience under all circumstances. Instant surrender implies a judicious captain as well as a perfectly disciplined soldier. And unless the training is begun very early in life, with great patience and self-control, and above all else a loyal putting aside of selfish aims and pleasures, the battle will be a hard one. But if the habit of firmness is once established, neither the child's individuality nor the mother's self-respect need be sacrificed.—*M. H. P.*

Why Mothers should  
Note the Sayings  
and Doings of Their  
Children.

In reference to  
your article on "A  
Mother's Diary,"

it occurs to me that sometimes one may gain a knowledge of a child's mental constitution by observing closely and noting what makes most impression upon him. The man Macaulay, with his strong way of appropriating and retaining what he had once heard, was shadowed forth in the little child Macaulay when he applied the Scripture



he had heard to the concerns of his own little world, and turned the "Cursed be he that removeth his neighbor's landmark" to "Cursed be Sally," the maid, for putting out of sight a pile of stones he had heaped up to mark some limit of childish play. The man Wordsworth, who attempted to reconcile the spirit of man with its limitations, was typified by the boy Wordsworth, who, when less than seven years of age, lay

awake all night struggling with the awful thoughts of death and hell. A little boy of five said to his mother, when she had reproved him for rudeness to a baby sister: "Well, mamma, don't let us talk any more about those little things that come out of Pandora's box." It was remembered afterward that the story of Pandora had been told in his presence, but he had been at the time most busily employed, and had apparently not paid



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the slightest attention to it. To know what tendencies seem strongest, what acts and thoughts children seize upon with especial delight and seek to imitate, is of great assistance in determining what influences should surround them.

The conversation of children when they think themselves unobserved is full of instruction. Two boys of less than six years of age were playing; one said: "My father is as wise as

Solomon"; the other one, in a tone of indignation, replied: "Solomon! My father is ten times wiser than Solomon; he is as wise as Herbert Spencer."

It is not only interesting, but of great educational value, to observe and record the sayings of our children, and every mother ought to keep a diary of the kind described in *BABYHOOD*. She will find this, not a task, but a pleasure.—*E. L. S.*

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